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# Connecting Youth to Public Lands Through the Social Change Model of Leadership Development: The Yosemite Leadership Program

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CONNECTING YOUTH TO PUBLIC LANDS THROUGH THE SOCIAL CHANGE  
MODEL OF LEADERSHIP DEVELOPMENT: THE YOSEMITE LEADERSHIP  
PROGRAM

By

AMANDA JEAN DWORAK ROWLAND, Bachelor of Science in Environmental  
Science and Conservation Management

Presented to the Faculty of the Graduate School of

Stephen F. Austin State University

In Partial Fulfillment

Of the Requirements

For the Degree of

MS in Resources Communication

STEPHEN F. AUSTIN STATE UNIVERSITY

May, 2019



## ABSTRACT

This qualitative study explored the success and outcome of the Yosemite Leadership Program (YLP) through its foundation in the Social Change Model of Leadership Development. There are research studies of collegiate programming and the Social Change Model (SCM); however, a literature review uncovered the limited amounts of research around leadership programming connecting collegiate students to their gateway public lands sites. The goal of this research was to identify how the SCM could be used to implement methods and practices of leadership development with college students in partnership with a public lands agency.

The specific leadership development themes that were explored included connecting youth to their public lands, having them evaluate their own leadership journey, facilitating their development of the courage to move beyond their comfort zones, and having them evaluate why this type of program is so critical. These themes were garnered from the interviews with program managers, participants, and alumni. The research led to the development of the Public Lands Social Change Model of Leadership Development. This model employed a set of tertiary codes from the SCM to categorize the participants' knowledge and experiences. This research also includes recommendations for future collegiate programming connecting youth to their public

lands. The following critical components for youth programming were observed. First, communication is foundational for individuals, groups, and community members moving towards positive change. Next, collaboration and partnerships are important because they provide resources, networking, and motivation for participants. Finally, a sense of community and belonging among the participants is crucial for building safe spaces and friendships. Participants were particularly grateful for the cohort family dynamics that developed through the program. The YLP is a win/win for the students, universities, natural resources agencies, and society as a whole since programs like this results in a greater motivation for college retention and degree completion for these at risk students as well as an enhanced connection to parks and natural areas facilitating their develop as future leaders in natural resources conservation.

## ACKNOWLEDGEMENTS

I would first like to thank Darby Scott Rowland. I appreciate all the time and space you gave me during this journey. It has been a long road, but I truly could not have done it without you. Darby, you continue to remind me that I am good enough. I would also like to thank my friends and family. There is a long list: my Grandma Barb and Grandma Rose who taught me when I was young to always challenge myself, my Mom continues to be my best cheerleader, my favorite sister, and my brothers. My Dad who tells me he is proud. And to my dearest nieces Grace and River Rose, you are my inspiration.

To the families and partners of the Children and Nature Program at Winchester Cultural Center, thank you for pushing me to do better for our families and youth. Especially Anna and your family, Mr. Prince, Sharon and PJ, Erika and Joshua, and, of course, Irma—all of you have taught me the importance of culture and community while braiding my hair, sharing adventures, and inviting me into your lives. You will never understand how much you mean to me.

I would also like to thank the faculty of Stephen F. Austin State University and my committee members. Dr. Matthew McBroom – my advising professor, Dr. Elizabeth

Barrie, Dr. Shelby Laird, and Dr. Pat Stephens Williams, I appreciate your time and dedication to students.

Lastly to all the Yosemite Leadership Program youth and staff involved in this project—you are amazing. I am forever indebted to you for your time, feedback, and truth that you shared with me. Thank you for all that you have done to support this project and supporting youth to connect to their public lands.



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## CHAPTER 1

On August 31, 2018 the Department of Interior announced the nomination of Grand Teton National Park Superintendent David Vela to serve as the director of the National Park Service. In the announcement issued by the Department of Interior (U.S. Dept. of Interior, 2018) and included on the DOI website, it was noted that Vela would be the first Hispanic American to hold the position. He was noted as an individual with “commitment to diverse and inclusive workforce,” and “knowledge, passion, and appreciation for our amazing national parks.” He is “a good partner” and “he is an extraordinary leader whose passion and commitment will ensure his success as the next director of the National Park Service” (U.S. Dept. of Interior, 2018).

This appointment was noteworthy because the leadership of the National Park Service needs to be reflective of its stakeholders, the people of the United States. According to the 2010 Census Briefs, the Hispanic population accounted for 29 percent of the population in the West, which exceeds the national level of 16 percent (Albert, Ennis, & Rios-Vargas, 2011). The states included in the “west” category are Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming.

This census brief highlighted an important aspect of our nation’s evolving ethnic diversity.

There are a variety of higher education institutions within these states. The state of California hosts the University of California (UC) System. According to the UC

System website (<https://www.universityofcalifornia.edu/uc-system>), the University of California first opened its doors in 1869 to 38 students, and today supports more than 238,000 students with more than 1.7 million alumni. The UC campus which is the setting of this study UC Merced, has an even higher percentage of non-white students than the Western population generally. According to the *University of California, Merced Fast Facts 2018 - 2019*, the student body is 54.7% Hispanic. This data is presented in Table 1.

Table 1

*UC Merced Student Body 2018 - 2019*

<b>Ethnicity</b>	<b>Number</b>	<b>Percent</b>
African-American	355	4.5%
Asian/Pacific Islander	1,580	20%
Hispanic	4,312	54.7%
Native American	10	<1.0%
White	759	9.6%
Nonresidents	572	7.3%
Two or More Races	253	3.2%
Unknown/Declined to State	40	<1.0%
<b>Total</b>	<b>7,881</b>	<b>100%</b>

*Note:* Retrieved from <http://www.ucmerced.edu/fast-facts>, 2019.

Higher education plays a major part in shaping the quality of leadership in American society (Astin & Astin, 2000; Dugan & Komives, 2010). Colleges and

universities not only educate each new generation of leaders in government, business, science, law, medicine, the clergy, and other advanced professions, but are also responsible for setting the curriculum standards and training the personnel who will educate the entire citizenry at the pre-collegiate level (Astin & Astin, 2000). The rationale for conducting this study was catalyzed by the gaps in collegiate leadership programming. When people attend college, they are attending class as an individual, but are also joining a new community. On-campus leadership programs typically focus on campus relationships versus the relationships the campus enables its students to have with the larger community. One of the major dilemmas confronting any modern democratic society is how to reconcile the twin values of individualism and community (Higher Education Research Institute [HERI], 1996). If the demographics of the United States are changing, how are higher education institutions recognizing these changes within their campus, curricula, and partnerships?

The state of California is the most populous state in the nation and one of the world's more diverse (Johnson, 2017). In 2015, the Latino population surpassed whites as the state's single largest ethnic group; 39 percent of the state's residents are Latino and 38 percent are white (Johnson, 2017). The state of California is also home to some of the most iconic national parks in the country: Death Valley, Joshua Tree, Sequoia and Kings Canyon, and Yosemite National Parks to name just a few. As the populations continues to diversify, and these youth move towards higher education opportunities, how are they connecting to their local national park? Are connections between college students and their national parks being made within their higher education experiences?



According to the University of California, Merced (2019), the Yosemite Leadership Program (YLP) was developed at this campus to address these questions. The YLP is one arm of a larger collaborative effort between UC Merced and the National Park Service to proactively address the challenges of the 21st century. The YLP seeks to address the leadership needs of parks, public lands and the environment, now and into the future (UC Merced, 2019).

### **Objectives**

The objectives of this study are as follows:

Conduct research into the YLP curriculum.

1. Conduct initial interviews with current YLP participants, alumni, managers and program assistants. These initial interviews led to the development of a draft list of research participants.
2. Conduct in-depth interviews with YLP participants, alumni, and program managers.
3. Determine the success of incorporating the Social Change Model of Leadership within the implementation of the YLP.

### **Background and Statement of the Problem**

There are college leadership development programs throughout the country. These leadership programs are supporting college students to make the transition from their individualism into joining a new community. The UC Merced leadership program is building youth leadership while also connecting their students to their public lands.

The Conservation Study Institute was established by the National Park Service in 1998 to help the agency and its partners address critical stewardship issues, encourage best thinking and practice collaborative conservation (Stanfield McCown et al., 2012). In the report, “Beyond Outreach: Sharing Innovative Approaches for Engaging Youth from Diverse Communities”, it is noted that “engaging the full spectrum of Americans in stewardship of our parks and special places is now recognized as crucial to the future of the National Park System (NPS)” (Stanfield McCown et al., 2012). The report identified six essential processes that were common to success in the programs studied.

- Develop awareness and knowledge of local culture and diversity
- Build a skilled staff
- Create a supportive leadership environment
- Work with schools and community groups
- Provide benefits to communities and the NPS through community service
- Recruit new park and community stewards. (Stanfield McCown et al., 2012)

The Social Change Model of Leadership Development (SCM) explicitly promotes the values of equity, social justice, self-knowledge, personal empowerment, collaboration, citizenship, and service. The service component provides a powerful vehicle for developing student leadership capabilities in a collaborative environment. Learning happens by “making meaning” of life experiences (HERI, 1996). Dugan and Komives (2010) note that little research has integrated theoretical understandings of the college student leadership phenomena to comprehensively explore how the higher education environment shapes the developmental process. A great need exists to better

understand the unique nature of college student leadership development as well as how the collegiate experience contributes to that process (Dugan and Komives 2010).

### **Purpose of the Study**

The purpose of this qualitative research study was to explore implementation of the Yosemite Leadership Program (YLP) while integrating the Social Change Model of Leadership Development (SCM). The SCM was the infrastructure for the development of the YLP. This structure is pervasive throughout the UC Merced campus where the faculty as a whole recognize the model. The program managers of YLP are aware of the SCM, and the facilitators of the program are implementing the curriculum, which includes the SCM. They are actively learning the model, while moving through it as a part of their experience in YLP.

According to the Yosemite Conservancy Final Grant Status Report (2016) for the project *Wilderness Education Center/Yosemite Leadership Program*, the following eight goals of the YLP are (2016, p. 2):

- Educate, connect, and create access opportunities for diverse youth of the Central Valley to Yosemite National Park, Wilderness ethics, and environmental leadership;
- Assist in workforce recruitment through internships and Pathways appointments—through this effort, incorporate diverse perspectives from bright students into the workforce and aid Yosemite in workforce development;

- Develop the next generation of Yosemite and National Park Service: civic leaders, environmental stewards, and public land constituents;
- Build on the successful collaboration with one of the world's most respected university systems; this collaboration represents a model for National Parks nationwide;
- Utilize the forward operating position in Merced to further relationships, National Park and environmental awareness in Central Valley, and Gateway communities;
- Utilize established and emerging technology to effectively communicate Program offerings, goals, and objectives both internally and externally;
- Build on the success of capstone projects to continue to grow a network of organizations committed to the protection of Yosemite National Park; and
- Continue Every Kid in a Park collaboration with Merced City Schools.

### **Research Questions**

The overarching question guiding this study is:

- How does the SCM impact the success and outcomes of the (eight) goals of the YLP program?

The YLP's mission is dependent on the students developing a firm foundation in the SCM.

- In what ways, if any, did the YLP affect participating youth and program managers?

- Did these individuals identify with the three components of the SCM: individual, group, and society?

This research is based in the Social Change Model of Leadership Development. The Social Change Model of Leadership Development is based upon the following key assumptions:

- Leadership is concerned with effecting change on behalf of others and society.
- Leadership is collaborative.
- Leadership is a process rather than a position.
- Leadership should be value-based.
- All students (not just those who hold formal leadership positions) are potential leaders.
- Service is a powerful vehicle for developing students' leadership skills. (HERI, 1996)

The goal of this research is to identify how the SCM was used to implement methods and practices of leadership development with college students in partnership with a public lands agency. The findings and recommendations could inform future research, planning, management decision-making, training, and professional development. These results may also help the YLP identify strategic partnerships, propose innovative programs, and respond to gaps in the knowledge, skills, abilities, and behaviors of youth leadership programs across diverse sites and sectors. The knowledge of SCM and the connections to their community that youth and managers evidenced in this study could be tools for developing youth leadership programs where the primary

partners are a university and a gateway National Park site. This research could be used to develop foundations of the SCM and youth leadership training modules. These modules could include examples from parks and public lands' locations which could then be shared out as best practices for program managers and leadership.

Chapter 2 is a literature review on the SCM and youth leadership development. The focus will be on definitions of leadership, collegiate youth programming, leadership programming using the SCM, a review of the Yosemite Youth Leadership Program, and programs developed with SCM that connected collegiate youth to their public lands' sites.

Chapter 3 provides an overview of the methods and procedures used in the research; an overview of the researchers positionality; the use of SCM in the research design; the sampling process for selecting youth currently participating in the program, alumni, and program managers; data collection; the interview process; and data analysis.

Chapter 4 gives an account of the findings on the impacts of the YLP on youth participating in the program, alumni, and program managers. This includes their knowledge of the SCM and how it has impacted them, their view of leadership, and their understanding of how YLP and the SCM are connected.

Chapter 5 reports on the new model of the SCM generated by the research participants' interviews and by the researcher through the lens of the YLP program. The overview of the model is followed by conclusions based on the interviews and the curriculum review.

## CHAPTER 2

### Literature Review

*To cope effectively and creatively with these emerging national and world trends, future leaders will not only need to possess new knowledge and skills, but will also be called upon to display a high level of emotional and spiritual wisdom. (Astin & Astin, 2000)*

The purpose of this qualitative study was to identify and recognize how the Yosemite Leadership Program affected the participants and facilitators involved. The Social Change Model of Leadership Development is used to describe and provide the framework for the impacts. “Effective leadership is an essential ingredient of positive social change. No society can continue to evolve without it, no family or neighborhood holds together in its absence, and no institution prospers where it is unavailable” (Astin & Astin, 2000). The research by Zimmerman-Oster and Burkhardt (1999) demonstrated that colleges and universities can provide highly effective environments for future leaders. Their methodologies provided evidence that formal leadership development and education programs work on college campuses and that leadership can be taught (Zimmerman-Oster & Burkhardt, 1999). There has been a social change movement to support leadership development programs on campuses and this research in 1999 helped to develop that movement. Zimmerman-Oster and Burkhardt’s (1999) research is noted

as critical to the continuum of leadership development programs on college campuses (Astin & Astin, 2000).

Assessing whether leadership can be learned is important to many colleges and universities attempting to develop future leaders (Astin & Astin, 2000; Boatman, 1999; Buschlen & Dvorak, 2011; Council for the Advancement of Standards in Higher Education [CAS], 1999; McIntire, 1989; Zimmerman-Oster & Burkhardt, 1999). In Buschlen & Dvorak's 2011 article, "The Social Change Model as Pedagogy: Examining Undergraduate Leadership Growth," they noted, "Most student leadership research from the last few decades has focused on individual students and how those students mature into their own leadership world view" (Buschlen & Dvorak, 2011, p. 39). They continue, "the process of studying leadership as a teachable skill is [a] much more modern paradigm" (Buschlen & Dvorak, 2011, p. 39). Benefitting from this trend in leadership education research, the implementation of the leadership program at UC Merced coincided with the opening and growth of the newest UC campus. The UC Merced campus opened to undergraduates in 2005, and the YLP program began in 2008.

In Dugan's 2006 study, he examined leadership development as well as the role of involvement in leadership learning using the SCM. The results of this study highlight the significant relationship between community service and leadership development. Service emerged as a potent vehicle through which socially responsible leadership may be achieved (Dugan, 2006). Overall, the use of SCM as the conceptual frame for this study provided a meaningful student model on which to ground research (Dugan, 2006). If the development of future leaders is an ongoing goal for institutions of higher learning, then



it is time to embrace that important challenge by viewing leadership development as a holistic process which includes all levels of leadership training, both formal and informal (Buschlen & Dvorak, 2011).

This qualitative research study was designed to identify and recognize how the Yosemite Leadership Program is impacting the participants and facilitators involved, using the Social Change Model of Leadership Development as the theoretical framework. Qualitative research is defined by Creswell (2014) as follows:

...a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involved emerging questions and procedures; collecting data in the participants' setting; analyzing the data inductively; building from particulars to general themes; and making interpretations of the meaning of the data (p. 246).

This holistic process is appropriate for the University of California, Merced, which has the highest percentage in the UC system of students from underrepresented ethnic groups, low-income families, and families whose parents did not attend college (<https://www.ucmerced.edu/fast-facts>, 2019). UC Merced is the tenth campus in the University of California system and the first American research university of the 21st century. Interdisciplinary innovation, diversity, sustainability, and personal interactions are the hallmarks of the UC Merced experience (<https://www.ucmerced.edu/fast-facts>, 2019). This university notes that most of their undergraduates are from California. Of the total undergraduate population of 7,881 students, less than one percent are from out of

state or a foreign country (<https://www.ucmerced.edu/fast-facts>, 2019). This is critical to note when thinking about the context of this study and the location.

What is needed is a perspective on leadership that reflects our diverse, complex, and globalized world (Kezar & Lester, 2010). Positionality theory, a concept that emerged from postmodern feminist theory, suggests that identity is fluid and dynamic and affected by historical and social changes. The concept focuses on the intersection of various aspects of a person's identity, such as race, class, and gender, in shaping leadership perspectives (Kezar & Lester, 2010). The SCM is directly connected to feminism. In the book written by Helen S. Astin and Carole Leland, *Women of Influence, Women of Vision* (1991), three generations of women leaders were interviewed. The book examines the achievements of women leaders who worked for educational and social justice in America from the 1960s through the 1980s. Astin and Leland (1991) show how commitment, a passion for justice and equality, and a willingness to take risks prompted remarkable achievements, from creating women's reentry programs in higher education to pressing for legislation to combat sex discrimination in the workplace (Astin & Leland, 1991). The stories of seventy-seven women responsible for landmark changes demonstrate the use of empowerment and collective action to initiate and sustain change (Astin & Leland, 1991). In the book, *Developing Non-hierarchical Leadership on Campus: Case Studies and Best Practices in Higher Education* (Outcalt et al., 2001), Helen S. Astin is interviewed about her groundbreaking book, *Women of Influence, Women of Vision*, and her role as one of the founding members of the Working Ensemble that developed the SCM. The authors note that in the interview, "Dr. Astin shares her

evolving insights on leadership especially as practiced by and developed in students” (2001, p. xiv). During the interview, McMahon asks the question, “How do you see your work in *Women of Influence, Women of Vision* pertaining to: (1) higher education as an institution, and (2) students and student development?” (2001, p. 4) Dr. Astin responds,

Working on the book *Women of Influence, Women of Vision* is where I learned that leadership is a collective effort. I learned that people who engage in leadership are self-aware, feel committed, and collaborate with others in accomplishing changes in institutions and in society at large, regarding issues of equity, inclusion and justice. That study and what we learned from it informed our work in developing the Social Change Model of Leadership Development. As you know the model identifies seven values that are central to leadership. Most of these values were observed with the women leaders in our study of *Women of Influence, Women of Vision*. The seven values in the social change leadership model are self-awareness, congruence/authenticity, commitment, being able to work collaboratively, shaping a common purpose, dealing with conflict and controversy with civility, and exercising citizenship (being a member of a group, the society, with all the privileges and responsibilities it entails). I see these values as being essential to how we should organize and do our work within higher education institutions; these elements/principles are essential in both, higher education leadership and in leadership development for students. (2001, p. 4)

One of the YLP program managers interviewed was involved in the Working Ensemble that created the SCM. She reflected on the process and about Dr. Helen S. Astin.

Helen Astin wrote with Carole Leland, which is the complete purpose behind the social change model. Lena and Carole wrote that book and they interviewed seventy-seven women. Dr. Helen S. Astin was a psychologist, who was considered by her peers a social psychologist and she and her colleague, Carole, interviewed generations of feminists, of women who made change throughout kind of the waves of feminism and they found some common themes, which you will hear resonating in the social change model because they had completed these interviews, they wrote their book, and then they realized that they needed to bring this to college campuses and so they put together an Eisenhower Grant, which was a federally funded grant to explore leadership development on a college campus and out of that funding and those years of meetings and colleagues getting together, came the social change model. (PM4, personal communication, November 13, 2017)

The book *Women of Influence, Women of Vision* was not a student-oriented project, but it is nevertheless relevant here because the interviews with these women, illustrated some of the key elements of the SCM (HERI, 1996). This project acknowledged that leadership is a collective effort (Outcalt, et al., 2001), which is relevant to building leadership development programs and infrastructure on college campuses. Dr. Astin in her interview noted, “Leadership is a collective effort of persons who care about an issue, a situation, who feel passionate about it, and who work together toward change, change that benefits everyone, change for the common good” (2001, p. 3).

### **National Park Institute**

According to the National Parks Institute (NPI) Prospectus (2008), starting in 2001, discussions between Yosemite park management and the founding faculty and chancellor at UC Merced culminated in NPS Deputy Director Don Murphy's initial presentation of the idea for NPI in July 2002. The occasion was a meeting at Yosemite's El Portal facility, attended by Mr. Murphy, UC Merced administrators, and NPS representatives. The NPI, as described by these concept proponents, would be a center for the highest quality academic preparation for the park workforce and leadership; a think tank for researchers and scholars to grapple with the serious issues confronting parks; a center for international park and protected areas affairs; and a facility promoting technological research and development geared toward resolving park demands and best practices. The relationship would also promote avenues for undergraduate development and diversity recruitment. Since the time of those initial discussions, the concept developed and stirred broader interest and support. UC Chancellor Carol Tomlinson-Keasey and the UC President's Office expressed formal yet enthusiastic support for the NPI idea, in general, and for its location in Merced, in particular. In 2003, California state Representatives George Radanovich and Dennis Cardoza cosponsored H.R. 1289, a bill to establish a National Parks Institute at the University of California in Merced (NPI, 2008). Educational programs are a key component of the NPI. The institute would work as a partner with the faculty at UC Merced to develop degree programs in the field of parks management. This includes internships in America's national and state parks, inter-campus fellowships, internships or study opportunities for park managers and developing

employees, and on-site (in Merced) internships for park professionals, in providing assistance for scholarly research. The Yosemite Leadership Program (YLP) was created as a part of the education programs focus of the NPI. YLP was piloted in 2008 as a partnership between UC Merced and Yosemite National Park (YOSE).

### **History**

According to the University of California, Merced (2019), the YLP strives to be the premier student environmental leadership program in the nation. The YLP fosters synergy between government, business, and academia to develop tomorrow's thoughtful, ethical, and innovative leaders. YLP is leadership development that educates and inspires environmental advocacy and social change through skilled, ethical, innovative, and intentional action, while respecting cultural heritage and community (<http://ypl.ucmerced.edu/>). The *Yosemite Leadership Program Leadership Seminar Fall Syllabus Fall 2016* by Nies, Chakrin and Croasdale (2016a) provides students with an overview of the YLP program and how the program is implemented:

A successful start to accomplish YLP's mission is dependent upon students building a firm foundation in the Social Change Model (SCM) of Leadership. The Yosemite Leadership Seminar is designed to support the first year of the Yosemite Leadership Program and is built as two consecutive semester courses. The framework of the first semester in the Leadership Seminar will provide a platform to develop both the intrapersonal and outward understandings of "self" and "group" as they pertain to the SCM and through three main themes; Finding Your Voice, Communication, and Team-building. This seminar will also

introduce the importance of environmental stewardship, professionalism, and creative recreation that YLP is designed to cultivate in its participants (Nies, et al., 2016a, p. 1).

The Leadership Seminar incorporates three programmatic elements to achieve these goals: (1) a group discovery of practical leadership theory through a weekly 1.5-hour cohort-based class, (2) three wilderness and team building experiences in various natural/adventure environments during the semester, and (3) two relevant, powerful speaker series events (Nies et al., 2016a).

According to the Multi-Institutional Study for Leadership, A Project of [the] National Clearinghouse for Leadership Programs, the co-principal investigators Dugan and Komives (2007) supports that the SCM, social responsibility and change for the common good were achieved through the development of eight core values targeted at enhancing students' levels of self-awareness and ability to work with others. The values included: Consciousness of Self, Congruence, Commitment, Common Purpose, Collaboration, Controversy with Civility, Citizenship, and Change. These values functioned at the individual (i.e., Consciousness of Self, Congruence, Commitment), group (i.e., Common Purpose, Collaboration, and Controversy with Civility), and societal (i.e., Citizenship) levels (Dugan & Komives, 2007). The Socially Responsible Leadership Scale was developed to address the need for a theoretically-based instrument to measure college students' leadership development (Tyree, 1998). Designed to measure the values of the Social Change Model of Leadership Development, the instrument largely went

unused in broad research examining the influence of higher education on college student leadership (Tyree, 1998). Dugan and Komives (2010) note that:

Little research has integrated theoretical understandings of the college student leadership phenomena to comprehensively explore how the higher education environment shapes the developmental process. A great need exists to understand better the unique nature of college student leadership development as well as how the collegiate experience contributes to that process (2010, p.7).

### **Yosemite Leadership Program**

According to the 2017 grant report, the YLP cohort continues to build upon the momentum and energy this program has generated over the last 9 years and continues building the next generation of thoughtful and educated stewards (Chakrin, 2017). The program goals (Appendix I) provide an overview of the program. The program sets out to achieve management's goals.

This program made great strides in achieving management's stated goal of having the workforce become more representative of California's population demographics. To adequately address the rapidly changing demographics we must invest in the future leaders of our public lands. By recruiting from the internship program and providing robust training and development opportunities, we are developing the diverse, relevant workforce of the future now (Chakrin, 2017, p. 9).

In this grant report, it was noted that the program looks structurally similar to what it was years ago; "an incredible amount of work has gone into the continual improvement of



both our program offerings and their impact” (2017, p. 4). The two-year experience has undergone a similar transformation. In fall of 2011, the program managers began the curriculum development for a more cohesive and systematic Yosemite Leadership Program. That fall they ran seven YLP specific classes as a part of this process. In 2015, they ran twenty-four YLP-specific classes that represented the full co-curricular experience.

This is over 300% more contact time with our students, and this increased time is very impactful to our students. Now, by the end of the second year 100% of participants consider them-selves environmental stewards and 100% feel better prepared to make positive social and environmental change in their communities (Chakrin, 2017, p. 5)

A highlight that was included in the report was of the President’s visit to YOSE.

Perhaps the greatest validation of this program occurred when the Obamas visited Yosemite. Three of our esteemed YLP alumni and current Rangers assisted the President and Michelle Obama in delivering an EKIP program for local fourth grade students. These young rangers rose to the challenge, helped the President, and showed that investing in future leaders can pay off in ways we never could anticipate (Chakrin, 2017, p. 5)

### **Yosemite Leadership Program Year One: Leadership Development**

The first year consists of a series of interrelated elements that give participants a better understanding of the Social Change Model of leadership development, their

community, National Parks, the environment and themselves

(<http://ylp.ucmerced.edu/program/year-one-leadership-development>).

The first year of the YLP program consists of:

1. Leadership Seminars
2. Wilderness and Team-building Experiences
3. Speaker Series Events
4. Cohort Meetings
5. Networking Opportunities

The Yosemite Leadership Seminar is designed to support the first year of the Yosemite Leadership Program and is built as two consecutive semester courses. A successful start to accomplish YLP's mission is dependent upon students building a firm foundation in the Social Change Model (SCM) of Leadership. The framework of this first semester in the Leadership Seminar will provide a platform to develop both the intrapersonal and outward understandings of "self" and "group" as they pertain to the SCM and through three main themes; *Finding Your Voice*, *Communication*, and *Team-building*. This seminar will also introduce the importance of environmental stewardship, professionalism, and creative recreation that YLP is designed to cultivate in its participants. The Leadership Seminar uses the three programmatic elements previously detailed: classes, wilderness and team building experiences, guest speakers.

### **Yosemite Leadership Program Year Two: Social Change Practicum**

The second year of YLP consists of a community-based, applied capstone project, practical leadership development curriculum, opportunities to mentor local high school

students, community volunteer hours, and workshops. Projects are developed in partnership with community-serving programs and/or UC Merced student groups and provide students with real world experience in executing projects from design to implementation.

These components allow students to continue building on the foundation of skills and knowledge they have gained through their first year and internship experiences in order to help create the social and environmental change they want to see in the world. All of these elements build to a culminating experience that reinforces the social change model of leadership, stewardship, personal reflection and professional growth (<http://ylp.ucmerced.edu/program/year-two-social-change-practicum>).

According to the YLP Capstone Legacy Project Proposal 2016/2017, students select a topic or issue related to their leadership experience, future career interest, or area where they would like to effect positive change. This project is intended to be collaborative and should be done as a team or in partnership with a community serving organization. The written paper is a proposal and an opportunity to enlist others in their effort, to apply for funding if needed, and to demonstrate their ability to apply an understanding of leadership. The proposal is also presented orally in a “pitch” to a panel of partners (Nies, Charkin & Croasdale, 2016b).

### **Yosemite Leadership Program: Internship**

According to the goals of the U. S. Department of the Interior Yosemite National Park *Direct Hiring Authority (DHA) for Resource Assistant Internship (RAI) Programs: Yosemite Leadership Program Summer Internship (YLPSI) Implementation Plan* (2014),

Collaborating within the DOI, Yosemite National Park through the YLPSI has proven its ability to engage diverse college students in the agency's mission while creating space for new and diverse viewpoints within the Bureau, along with completing specific projects targeted for attracting, recruiting, and filling mission critical and hard-to-fill occupations. Successful implementation of this strategic plan will result in an organized implementation of the DHA-RAI Program via the YLPSI in FY 2014 (2014, p. 2).

The Yosemite Leadership Program Summer Internship has developed a consistent connection to multi-culturally diverse audiences via strategic educational partnerships and through its delivery of programming that allows for exposure to the program through connective experiences. This program creates long-term relationships with youth, who can mature into work force candidates with a deep connection to the National Park Service and public lands. The Yosemite National Park publication, *Yosemite Leadership Program Summer Internship: Direct Hiring Authority Program* (National Park Service, 2014), provides an overview.

The program partners with diverse California Central Valley universities such as University of California, Merced and Fresno State University, and is attempting to establish additional connections with more schools containing culturally diverse student enrollment. Utilizing the Yosemite Leadership Program Summer Internship and working in collaboration with area universities and the Yosemite Conservancy, this proposal seeks support to utilize the Direct Hiring Authority

and create avenues of employment for the dynamic youth and diverse perspectives that are consistently reflected in the internship program (2014, p. 3). This publication gives evidence that these internship projects “leave a lasting legacy after the internship is complete and serve the park in profound ways” (2014, p. 4). The meaningful experiences and tangible avenues for interns to enter the workforce are critical to the YLP.

### **Social Change Model of Leadership Development**

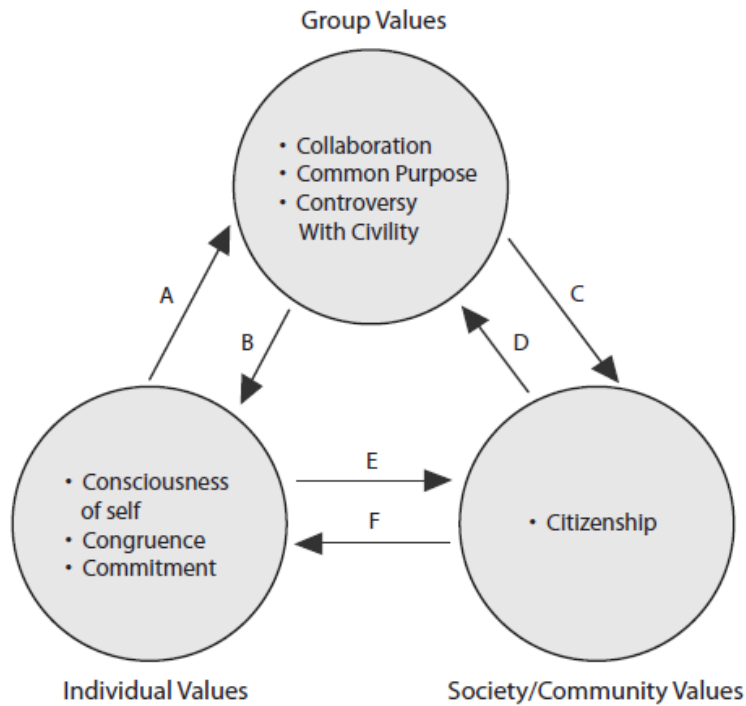
According to Higher Education Research Institute (HERI), (1996), the approach to leadership development for the Social Change Model is embedded in collaboration and concerned with fostering positive social change. The model examines leadership development from three different perspectives:

- The Individual: What personal qualities are we attempting to foster and develop in those who participate in a leadership development program? What personal qualities are most supportive of group functioning and positive social change?
- The Group: How can the collaborative leadership development process be designed not only to facilitate the development of the desired individual qualities (above) but also to effect positive social change?
- The Community/Society: Toward what social ends is the leadership development activity directed? What kinds of service activities are most effective in energizing the group and in developing desired personal qualities in the individual?

The goals of the SCM are to enhance student learning and development. The goal is to better the student in self-knowledge and leadership competence to facilitate positive social change at the institution or in the community, that is, to enable the developing leader to undertake actions which will help the institution/community to function more effectively and humanely. Investigating these three main goals of the model provided a reference point for building resources and reviewing relevant literature for this research study. This literature review aligned with the study and research questions (HERI, 1996).

The SCM was developed as curriculum to aid in the development of individual values, group values, and community values (citizenship) (Astin, 1993). Wendy Wagner (2006) wrote, “The Social Change Model of Leadership: A Brief Overview”, which was published in 2006 in the *National Clearinghouse for Leadership Programs (NCLP), Concepts & Connections*. The purpose of this article was to describe the SCM background and key assumptions, as well as the seven central values for leadership development programs and the overarching dimension of change that lies at its core (Wagner, 2006). Wagner created the Diagram of the Social Change Model (shown in Figure 1). She notes that this figure (as well as Figures 2 – 4) are adapted from HERI, (1996, p. 21), Tyree (1998, p. 176), and Astin, (1996, pp. 6-7) (as cited in Wagner, 2006).

## Diagram of the Social Change Model



*Figure 1.* Diagram of the Social Change Model (Wagner, 2016).

### **The Individual**

What individual qualities should our programs attempt to develop? What personal qualities support effective collective action and social change? Adapted from HERI (1996, p. 21), Tyree (1998, p. 176), and Astin (1996, pp. 6-7) (as cited in Wagner, 2006), the individual values—consciousness of self, congruence, and commitment—are further defined in Figure 2 below.

<i><b>INDIVIDUAL VALUES</b></i>	
<b>Consciousness of Self</b>	Being self-aware of the beliefs, values, attitudes, and emotions that motivate you to take action. Being mindful, or aware of your current emotional state, behavior, and perceptual lenses.
<b>Congruence</b>	Acting in ways that are consistent with your values and beliefs. Thinking, feeling, and behaving with consistency, genuineness, authenticity, and honesty toward others.
<b>Commitment</b>	Having significant investment in an idea or person, both in terms of intensity and duration. Having the energy to serve the group and its goals. Commitment originates from within, but others can create an environment that supports an individual's passions.

*Figure 2.* Social Change Model: Individual Values (Wagner, 2006).

### **The Group**

What processes do students need to learn in order to work effectively in groups? How can collaboration foster individual development and social change? Adapted from HERI (1996, p. 21), Tyree (1998, p. 176), and Astin (1996, pp. 6-7) (as cited in Wagner, 2006), the group values—collaboration, common purpose, and controversy with civility—are further defined in Figure 3 below.



<i>GROUP VALUES</i>	
<b>Collaboration</b>	Working with others in a common effort, sharing responsibility, authority, and accountability. Multiplying group effectiveness by capitalizing on various perspectives and talents, and on the power of diversity to generate creative solutions and actions.
<b>Common Purpose</b>	Having shared aims and values. Involving others in building a group's vision and purpose.
<b>Controversy with Civility</b>	Recognizing two fundamental realities of any creative effort: 1) that differences in viewpoint are inevitable, and 2) that such differences must be aired openly but with civility.

Figure 3. Social Change Model: Group Values (Wagner, 2006).

**The Community/Society**

How can involvement in positive change in the community promote group collaboration and develop individual character? Adapted from HERI (1996, p. 21), Tyree (1998, p. 176), and Astin (1996, pp. 6-7) (as cited in Wagner, 2006), the community values are elaborated in Figure 4.

<i>COMMUNITY VALUES</i>	
<b>Citizenship</b>	Believing in a process whereby an individual and/or a group become responsibly connected to the community and to society through some activity. Recognizing that members of communities are not independent, but interdependent. Recognizing individuals and groups have responsibility for the welfare of others.
<i>Since it is a key assumption of the SCM that the ultimate goal of leadership is positive social change, "change" is considered to be at the "hub" of the SCM.</i>	
<b>Change</b>	Believing in the importance of making a better world and a better society for oneself and others. Believing that individuals, groups and communities have the ability to work together to make that change.

*Figure 4. Social Change Model: Community Values (Wagner, 2006).*

When discussing designing the experience for a SCM program, Langdon & Mathias (2001) note that:

The training should address the Self through attention to the individual “readiness” of participants. The training should address the Group by including opportunities for participants to learn and practice critical group skills. Finally, the training should involve an application component to help the participants understand how their change efforts might affect their Communities and perhaps Society (2001, p 140).

These areas of the literature were reviewed and provided context for the research study.

The next chapter, Chapter 3, provides an overview of the methods, procedures, researcher positionality, and nature of the study, and the research design.

## CHAPTER 3

### **Methods and Procedures of Study**

This study used qualitative methods to examine youth participants, alumni, and program managers, mentors, and supervisor involved in the Yosemite Leadership Program to identify and describe how the Social Change Theory of Leadership Development is impacting the participants and facilitators. The YLP currently conducts assessments as part of the process when a new cohort starts the program. These data are predominantly quantitative in nature, even though there are some questions asking for short answer. These data were the only data available about the program participants at the time of the initial considerations of this qualitative study. Upon discussion with program managers, they all acknowledged that there was a gap in the qualitative analysis of the Yosemite Leadership Program. This data gap, in conjunction with the anniversary of the program, spurred an interest in developing some type of qualitative study led by the researcher. This idea was discussed with both UC Merced and National Park Service partners. The researcher, with the insight of the program managers, developed a research proposal that would have three components. The first part would be a review of the current curricula and files, the second component would be to review the SCM, and the third component was to create questions for interviews based upon the intersectionality of the YLP, that would flow from the SCM itself.

#### **Qualitative Nature of the Study**

The goal of this qualitative study was to gather in-depth data from the three critical groups of the program—program personnel, program alumni, and program

participants—and analyze that data. Qualitative research typically produces findings that are not necessarily significant using standard statistical procedures. It involves information about people's lives, interactions, social movements, cultural phenomena, and emotions collected via interviews, observation, and other immersion techniques within a specific population (Creswell, 2014). For example, this qualitative study had questions that asked the participants to define leadership, but as the interviews continued, they were asked to give a personal example about when they considered themselves a leader.

The goal of utilizing qualitative data was to examine the philosophical assumptions and theoretical frameworks of the SCM (Creswell, 2014). These qualitative interviews provided a baseline to see how the participants defined the YLP program implementation as it related to the SCM. There were many assumptions on the part of the program managers, but there was no true analysis of how the implementation of the YLP affected the participating college students, alumni of the program, and the program managers. The program was developed and further integrated the SCM as the overarching leadership development model. The program has eight goals, but there were no data that illustrated how the SCM impacted the overall success and the specific goal outcomes. If the SCM was instrumental to the YLP, then did personnel and participants even identify, relate to, or connect with the three values of the SCM—the individual, group, and society. The goal of this qualitative study was to ask questions that would allow program managers, alumni, and participants to talk about their experience in the YLP. The qualitative nature of the questions and conversations would provide space for

the participants to relate what they were getting out of the program and how the YLP affected them. They determined the answers and the results instead of being limited to options provided by multiple choice question.

### **Researcher Positionality**

The researcher found out about the YLP program in Fall 2016. The UC Merced and YLP program had hired a teaching assistant to review the YLP program assessments collected over the previous five years. The researcher and teaching assistant met in November 2016 to discuss opportunities for the YLP to be appropriately reviewed and researched. Based upon the researcher's background with youth program implementation, this research proposal was discussed with other UC Merced faculty and YLP program partners who agreed that this approach would be helpful; the YLP has never been reviewed by an outside entity. The researcher worked with the teaching assistant to gather information, including YLP program documents and the literature review. The teaching assistant has been involved in implementing the YLP program and has a research background. The researcher already knew some of the participants in the study through various campus connections and experiences. Based upon the information gathered in the study, it is important to note that the researcher has subsequently developed supportive relations with some participants. The researcher did not work directly with the YLP but rather indirectly with the partners of the program, UC Merced and YOSE. Research involves collecting data from people, about people (Punch, 2013). All of these factors introduce the possibility of subjective interpretations of the phenomenon being studied and create a potential for bias (Locke, Spirduso & Silverman, 2007).

The researcher has included work supervisors and other outside leadership staff in the conversations about the research topic and how it may impact youth programming. It is noted that selecting a site without vested interests is ideal (Creswell, 2014). Selecting a site to study in which one has an interest in outcomes is more problematic. It threatens the objectivity required for quantitative research or for the full expression of multiple perspectives that is the goal of qualitative research. The researcher has colleagues who are engaged in youth programming, but without a vested interest, who reviewed the study. This established greater accuracy of findings and helped control possible issues such as subjective interpretations. The researcher also provided components of the coding to the three groups that were interviewed. This process allowed for participant feedback and further analysis to confirm that representations of their comments, ideas, and content of their interviews were valid.

### **Research Design**

The research had three main components: a site visit to campus, review of the curriculum and relevant literature, and participant interviews. The first step in the research study was a site visit to the campus and conversations about the YLP, which included a review of the YLP files and curricula.

Prior to the study and the site visit to campus, the researcher reached out to individuals in authority (UC Merced leadership), gained access to the UC Merced campus, and studied the YLP program (Creswell, 2014). The YLP program manager had also received indications of interest from YLP alumni about being participants in the study. The site visit provided an overview and the opportunity to observe how the YLP

“fits” into campus. Reviewing the YLP course and program files was critical because it provided an overview of the structure of the program and how the SCM was integrated into the program. This review, in turn, highlighted what areas of the literature the researcher would examine: higher education leadership programs, the history and development of the Social Change Model of Leadership Development, and college leadership programs that use the SCM and also partner with public lands agencies. The literature review also included youth leadership programming, youth employment programming, youth programming around public lands, and youth programming implementation strategies. The third component was the interviews with individuals involved in the YLP.

### **Sampling**

The research study involved three different groups; the program managers, the program alumni, and current program participants. The groups have been coded using three the following three acronyms; Program Managers – PM, Program Alumni – PA, and Program Students currently engaged in the programming – S. Each of these acronyms are then followed by a number to distinguish within each group, the location of where they were interviewed, along with their gender and ethnicity (Table 2).

Table 2. *Overview of the Interviewed Participants*

<b>Code</b>	<b>Location</b>	<b>Gender</b>	<b>Ethnicity</b>	<b>Role as it relates to research</b>
PM1	on campus	Male	White	Yosemite Leadership Program (YLP) development team & Facilitators of the YLP
PM2	phone	Male	White	Facilitators of the YLP
PM3	phone	Female	White	Facilitators of the YLP
PM4	phone	Female	White	UC Merced Staff, Social Change Model of Leadership - Author
PM5	phone	Male	White	UC Merced Staff, YLP development team
PA1	on campus	Female	Hispanic	YLP Alumni
PA2	in home	Female	Hispanic	YLP Alumni
S1	on campus	Female	Hispanic	Finished the two year program
S2	on campus	Male	White	Finished the two year program
S3	on campus	Female	White	Finished the two year program
S4	on campus	Female	Hispanic	Finished the two year program
S5	on campus	Male	Hispanic	Finished the two year program
S6	on campus	Male	African American	Finished the two year program

PM1 has a strong relationship to all of these groups. They recommended starting a list to help organize the sampling process. They reached out to program managers, alumni, and current students. In the end they provided a list of key individuals who were either alumni of the program, were currently participating in the program, or who had assisted in the development and management of the program. This list was a significant start to the interview sampling process.

The last question asked each participant who they thought should be interviewed. This process guaranteed consistency across interviews, but also provided the participants to be in a critical role to develop the sampling size of the data. The names that the



interviewees recommended were cross referenced with the initial list provided by PM1. When participants mentioned a person, who was not on the original list, that person was then added. The researcher interviewed people that other participants recommended. This method minimized the researcher bias. The researcher noted however, that participants, might have possibly added their own bias on the selection process. This plan provided a snowball sampling. Snowball sampling is a method of non-probability sampling where the participants are used to recruit further participants from their networks (Elliot, et al., 2016). The network in this case was the YLP. The goal was to conduct 10 to 20 interviews. In the end 13 interviews were conducted with individuals who met one of the participation criteria: Yosemite Leadership Program (YLP) program developers, UC Merced and NPS staff who supported the program at an organizational level, UC Merced staff and Yosemite National Park staff who helped to implement current programming, alumni of the YLP, and current participants in the YLP. These groups were then condensed into three categories: YLP program managers, YLP alumni, and YLP participants.

When the groups were further broken down by ethnicity and sex the following statistics emerged. Among the program alumni and participants, 25% were Caucasian or white; of those, 50% were female and 50% male. Thirteen percent of participants and alumni were African American or black; of those, 100% were male. The largest ethnic contingent (62%) in this group was Hispanic or Latino, of whom 80% were female and 20% were male. Among the program managers, 100% were Caucasian or white, of whom 40% were female and 60% were male. (Figures 5 and 6). It is important to note that the

program managers, during their interviews, recognized that the whiteness of their contingent did not reflect the make-up of the participants. These figures are later discussed in chapter 4 as it relates to the data analysis and findings. One might ask if the overall group of program managers was similar or more ethnically diverse than the sample interviewed.

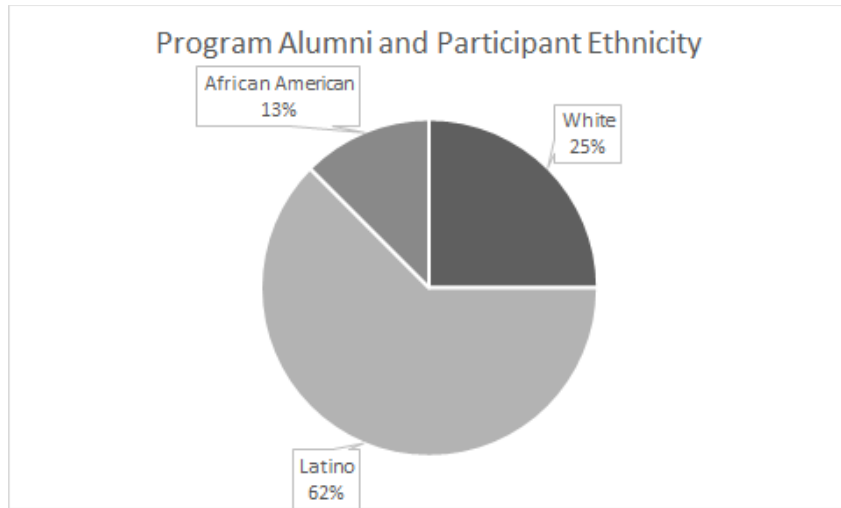
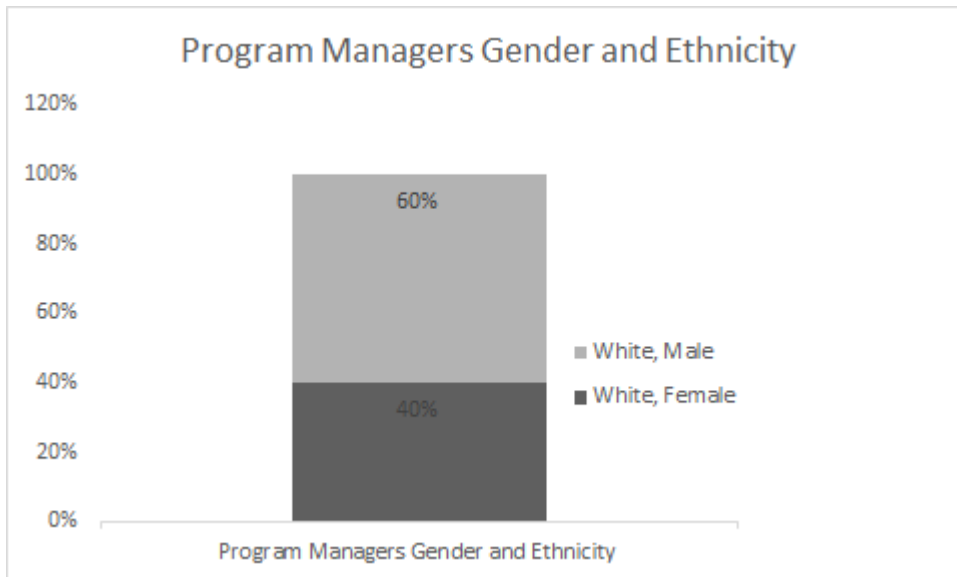


Figure 5. Program Alumni and Participants Ethnicity



*Figure 6. Program Managers Gender and Ethnicity*

The participants as a whole were very supportive of the study and thought this type of study was an opportunity for them to share information and experiences beyond what a quantitative assessment could provide.

**Location and Timeline of the Research**

The research proposal was submitted to Stephen F. Austin State University, Institutional Review Board (IRB), for approval. The thesis project was reviewed and approved, case number, AY2018-1035. The researcher started the interview process and obtained consent from research participants. Each participant was informed of the research study; process for data recording, transcription, access, and storage; risk benefits, and rights; participant privacy; data confidentiality; use of images and audiovisuals; and lastly about the participants' opportunity to review the research products. Each participant provided their approval via a consent form during the interview process in order to confirm that they agreed to participate and that they understood and agreed that their data might be shared with other researchers and educators in the form of presentations and/or publications. This included agreeing to be quoted directly in published articles, reports, and publications. All participants agreed to participate in the study with these conditions.

The location of the interviews was critical to the research design. The research participants were contacted via email to provide initial information about the research study including the IRB overview, information on setting up the interview, and a copy of the research questions. The participants were given the opportunity to interview where

they felt comfortable, thus providing a relaxed atmosphere. The interviews were conducted in person or over the phone. Of the total interviews, 69% were conducted in person either on campus or in the residence of the interviewee, and 31% were conducted over the phone. When interviews were conducted over the phone, the participants were in locations of their choice, which provide the participant a lead role in establishing the setting of their interview. This helped the participant to be more comfortable than if the researcher had setup a mandatory time and location. Of the interviews that were conducted in person 89% were conducted on campus (Table 2). Interview locations included the UC Merced campus and the home of alumni.

Initial conversations about doing the research occurred in fall of 2016. The program managers recognized that there was a gap in the analysis of the YLP assessments. There were years of assessments that had been conducted, but not analyzed. The original research study was proposed to be quantitative.

In the spring of 2017, the idea of a study to review the YLP assessment ratings emerged. Upon further review of the protocols for the implementation of the assessments, this study did not appear to be feasible. The program managers tried to pull together the protocols that were used to implement these assessments, as well as the actual assessment data. During this process however, there was growing concern and reflection about the inconsistencies that were noted on who and how the assessments were implemented. For example, one program manager said she knew that one program has received some lessons before the pre-assessment had been provided to YLP participants.

The second concept for a programmatic overview then moved forward. The goal was to implement a mixed methods qualitative study using interviews that would provide content for the creation of a quantitative study. There was a review and a request to gather data for this type of study. However, based upon a number of factors—conflicting schedules, how the YLP is implemented in the spring semester, the application process for the summer YLP internships, capacity of staff and students, and staffing changes—the research implementation was delayed until fall 2017.

During this process of reflection, there was a conversation about the need for a qualitative study. The strong support for an overall qualitative study, a programmatic overview that could result in recommendations. A qualitative study could give program managers, alumni, and participants an opportunity to share their story and thoughts about the program. This includes providing more authentic reflection from the participants about their experience in the YLP. A quantitative study would not provide the space needed for this type of narrative due to the inherent nature of quantitative vs. qualitative research.

The initial interviews were conducted in the fall 2107 term on the UC Merced campus. The final interviews were done over the phone in spring 2018. Based upon the content of these interviews and the level of programmatic overview, the qualitative study emerged as the priority based upon the research questions and narratives provided by the three groups: program managers, program alumni, and current program participants. The interview data were collected, transcribed, coded, and analyzed in conjunction with the observation and reflection notes over the fall of 2018. The analyzed content was shared

with the participants in fall 2018 and spring 2019 to provide authentication and validate representation.

### **Data Collection**

The qualitative data collection process was formulated based upon the literature review, the research on the YLP and the SCM, and reviewing the goals and objectives of the YLP. In the first portion of the interview, an overview of the research study was provided as follows. *“You are invited to participate in a research study that will examine the perspectives of those working in the youth programming field, exploring their thoughts about youth leadership needs, opportunities and challenges.”* The participants were informed that the study involved a series of interviews by the researcher as a part of the Master of Science in Resource Interpretation (MSRI) program at Stephen F. Austin State University (SFA). The participants were informed that the researcher would be interviewing people that have been involved in the Yosemite Leadership Program and that the study results would inform future research, planning, management decision making, training, and professional development. The results would also provide opportunities for the Yosemite Leadership Program (YLP) to identify strategic partnerships, propose innovative programs, and respond to gaps in the knowledge, skills, abilities and behaviors of youth leadership participants across diverse sites and sectors.

The second portion of the interview was composed of the qualitative interview questions (see Appendix II). These questions were developed through the lens of the YLP curriculum outcomes and the Social Change Model of leadership. The initial section of this component of the interview started with a series of open-ended questions:

- Describe the Yosemite Leadership Program.
- Describe the Social Change Model.
- Define leadership.

Follow up questions were used as needed to elaborate on participant answers or further explore their views, such as, “How is the Yosemite Leadership Program related to the Social Change Model?” or “How does the SCM connect to the three phases of the YLP curricula?”

The interviews were scheduled to be an hour. The questions were provided to the participants ahead of time in a powerpoint format via email. The interviews were conducted based upon the participants schedules. The interviews were recorded with the permission of the participants, gained when they signed consent forms as a part of the IRB process. Each participant was asked if they could be quoted directly as was previously discussed in the timeline section above.

The identified sequential steps have been reflected in a conceptual model of the qualitative research, represented in Figure 7. This figure shows how the initial research questions, in conjunction with the literature review and the review of the YLP program, were used to develop the interview itself. The three research groups are listed but are not in any hierarchical order. The program managers’ interviews were just as critical as those of the program alumni and participants. Each interview was analyzed separately. Then each interview was reviewed and analyzed through the lens of the groups: program managers, alumni, and participants. This piece of analysis was critical to provide highlights or themes that were specific to the individual participants and their overarching

group (participant, alumni, and program manager). The perspectives of these three groups are reflected through the development of the Public Lands Social Change Model of Leadership Development. Originally the YLP consisted of curricula built and outlined on the SCM. In the end this research data supports the creation of a new model. This model shows the how program managers, alumni, and participants are impacted by the YLP (through the pedagogy of SCM).



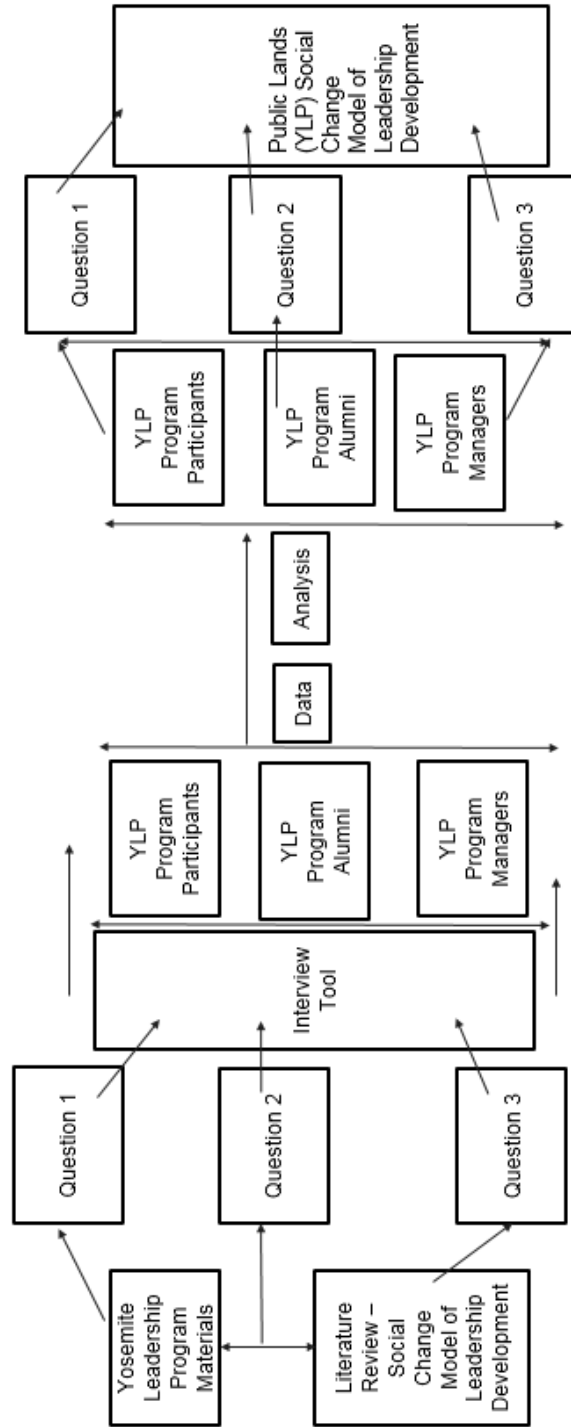


Figure 7. Conceptual model of the qualitative research

As noted, the data were recorded to provide accurate transcriptions of the interviews. The transcripts were run through an automated transcription process and then double checked manually. These transcriptions were then uploaded into Dedoose to provide for data analysis. Dedoose is a web-based application which can support qualitative and mixed methods research analysis. The research can import documents, excerpt and code sections of text. Dedoose also provides tools for analysis such as charts, graphs, and filters. According to Dedoose's History page,

Dedoose delivers a powerful, feature-rich, collaborative, inexpensive web-based application for researchers of all sorts. The team behind Dedoose is first and foremost a group of professionally trained and active social-science researchers with decades of experience using psychological and anthropological research methods. We work at the cutting edge of mixed method research design, implementation and qualitative analysis. But in the late 1990s, we found ourselves challenged by the lack of tools and technologies available to meet our need to manage, share, and analyze an increasing amount of mixed method research being collected by members of geographically distributed teams (<https://www.dedoose.com/about/history>).

### **Data Analysis**

The data were analyzed by developing coded based upon the SCM. The parent codes were the three main components of the SCM; Individual, Group, and Community/Society Values, Change, and the Yosemite Leadership Program. Change is the ultimate goal of the SCM and the YLP was developed with the ultimate goal of,

“leadership development that educates and inspires environmental advocacy and social change through skilled, ethical, innovative and intentional action while respecting cultural heritage and community” (<https://ylp.ucmerced.edu/>), which includes social change.

These parent codes of the SCM were further coded to include the seven “C’s”:  
Individual—Commitment, Congruence, and Consciousness of Self; Group—  
Collaboration, Common Purpose, and Controversy with Civility; and lastly  
Community/Society—Citizenship. The last two parent codes, Change and Yosemite  
Leadership Program, also included child codes: Change—future leaders and protecting  
resources / conservation (due to the program’s emphasis on environmental change);  
Yosemite Leadership Program—challenges. In order to capture specific challenges with  
the YLP implementation, for example funding, timelines, etc there was a need to create a  
separate challenge code that could directly be related to YLP.

The last codes were the tertiary codes. These codes were developed based upon  
the knowing-being-doing framework noted by Komives and Wagner (2017). In order to  
implement the SCM, it is important that one acquires knowledge (knowing), integrates  
that knowledge into beliefs and attitudes (being), and applies knowledge and beliefs into  
daily life (doing) (p. 31). This knowing-being-doing framework can be used as a tool to  
assess groups on capacities related to the core tenets of the SCM, but also, because of the  
way the YLP was developed, it provides an overview of the way in which the values  
were applied and understood through YLP (Komives & Wagner, 2017).

A specific example of this knowing-being-doing framework is the child code Citizenship, which is within the knowing component. In this component, knowing (knowledge acquisition) includes social justice / equality (Komives & Wagner, 2017). In this research, the tertiary code that was developed was environmental justice. This strategy was also paired with the generating and defining from the interviews. This combination provided for parallels between the SCM theoretical and knowing-being-doing frameworks and the YLP field framework reflection from the program managers, alumni, and participants.

### **Conclusion**

This chapter provided an overview of the methods and procedures used in the research, including an overview of the researcher's positionality, the use of SCM in research design, the sampling process for participants, data collection, interview process, and data analysis. The next chapter will further this analysis and report findings of the impacts of the YLP on program participants, alumni, and program managers. This includes their knowledge of the SCM and how it has impacted them, their view of leadership, and their understanding of how YLP and the SCM are connected.

## CHAPTER 4

### Data Analysis and Findings

The Yosemite Leadership Program is hosted by UC, Merced. This university is located in the city of Merced, California in Merced County. According to the City of Merced, Office of Economic Development, the current local population is 80,608 within the city limits and 119,338 within the larger urban area.

(<http://www.mercedfirst.com/community-profile/demographics>). The racial and ethnic composition of the City of Merced is 12.6% Asian, 6.6% Black or African American, 49.6% Hispanic or Latino, 30% White, and 1.2 % Multi-race or other.

The individual, group, and community are vital aspects of the social change model (HERI, 1996). This community is a critical backdrop for this type of youth leadership development program. The population of Merced is noted by the city's website as "youthful and diverse" (<https://www.cityofmerced.org/about/default.asp>). The community's educational attainment for those over 25 years of age is as follows: 28.7% of individuals have completed less than high school; 26.5 % completed high school; 19.9% have some college; 8.2% have an Associate's degree, 10.2% have a Bachelor's degree, and 6.6% have a Graduate/Professional degree. The city was selected in May of 1995 as the site for the next UC campus. The opening of the campus brought new educational and economic opportunities. This city is located in the Central Valley of California's agricultural area. The Central Valley is included in the American Museum of Natural History Curriculum Collections (<https://www.amnh.org/learn-teach/curriculum-collections/grace/grace-tracking-water-from-space/california-central-valley>). This is a

collection of lessons that provide opportunities for students to learn about how data from satellites allows scientists to see how fresh water is being redistributed across the continents over time. In the lesson, “Changes in Total Freshwater Storage: Central Valley California,” it notes that the Central Valley’s fertile soil and extended growing season make it one of the major agricultural regions in the United States. This area accounts for a large share of the fruits and vegetables consumed in the United States. When an individual is eating lettuces, grapes, and lemons, chances are it probably came from this section of the country.

This area is noted not only for its agricultural productivity, but also for some of the most iconic national parks in the country in particular, Yosemite National Park. Yosemite is 195 miles from San Francisco, 315 miles from Los Angeles, and 81.3 miles from UC Merced. The park is about a two-hour car ride from the university campus. The timeline for the development of the YLP program parallels that for the development of the UC Merced campus. The relationship between the Central Valley, Merced, and Yosemite provides an example of the community aspect for the social change model. The YLP connects these three groups and develops them into a community; in fact, the city of Merced, calls itself the “Gateway to Yosemite” (<https://www.cityofmerced.org/about/default.asp>).

This gateway is an important connection for the 10th campus in the University of California system, providing unique opportunities to its students that are only two hours away. Since this campus has less than one percent of its student body from out of state or from foreign countries (<https://www.ucmerced.edu/fast-facts>, 2019) it is a valuable place

for studying the building of community values based on the SCM and evaluating that in conjunction with the YLP.

### **Overview**

The research study allowed the YLP participants and program managers to share their perspectives of the YLP through the interviews process. The researcher conducted the interviews, transcribed them, and coded them using the code tree which is referenced in Table 3. Content Codes with Descriptions (see Appendix III). Then the interview data were analyzed through further coding to garner themes within the three groups-- program managers, program alumni, and current participants. The interviews averaged 60 minutes, the transcription averaged 15 pages, and the field notes covered around 20 pages.

### **Process**

The questions started with asking for a description of the Yosemite Leadership Program and Social Change Model, then moved into more specific questions around individual, group, and community values within youth leadership (see Appendix II). These interviews provided answers for the research questions: How does the SCM impact the success and outcomes of the (eight) goals of the YLP program? Did implementing the YLP affect the participating youth and program managers involved in the program? Did these individuals identify with the three components of the SCM (individual, group, and society)? Interviews were conducted either over the phone or in person. Twenty percent of the program managers' interviews were conducted in person on the UC Merced campus and 80% over the phone, largely due to busy schedules and diverse locations. They did, however, make it a point to have time for the interview in their schedule and

60% of the interviews went over 60 minutes. The program alumni interviews were all (100%) conducted in person, 50% on the UC Merced campus and 50% in participant homes. Current program participants were also interviewed exclusively in person and all on the UC Merced campus. This location and style of interview provided opportunities for participants to feel comfortable in their environment.

Each interview was reviewed along with observation notes. The researcher took observation notes during the interviews and also did a personal reflection after each interview. These observation notes and personal reflections provided additional opportunities to highlight the content of the interview, and to note any issues such as language barriers that may have affected the interview.

The interviews were transcribed, then coded using the code tree that was established based upon the Social Change Model of Leadership Development. The researcher took the individual, group, and community values and sub coded those to the C's that are connected to those values. The tertiary codes were parented to the C's through common themes and trends. Finally, transcripts were blind coded for consistency.

Through the coding and reviewing of content of the interviews, themes within the three groups--program managers, program alumni, and current participants--were established. The summaries of their interviews and the emerging themes were shared with the interviewees to get updates or edits from their perspective, and then participants were asked to agree or disagree with the themes that had been coded. This ground



truthing with research participants provided them the opportunity to update or provide feedback on the themes and content.

At the end of the process, the researcher identified key themes, which were turned into the Public Lands (YLP) Social Change Model of Leadership Development, as presented in Figure 8.

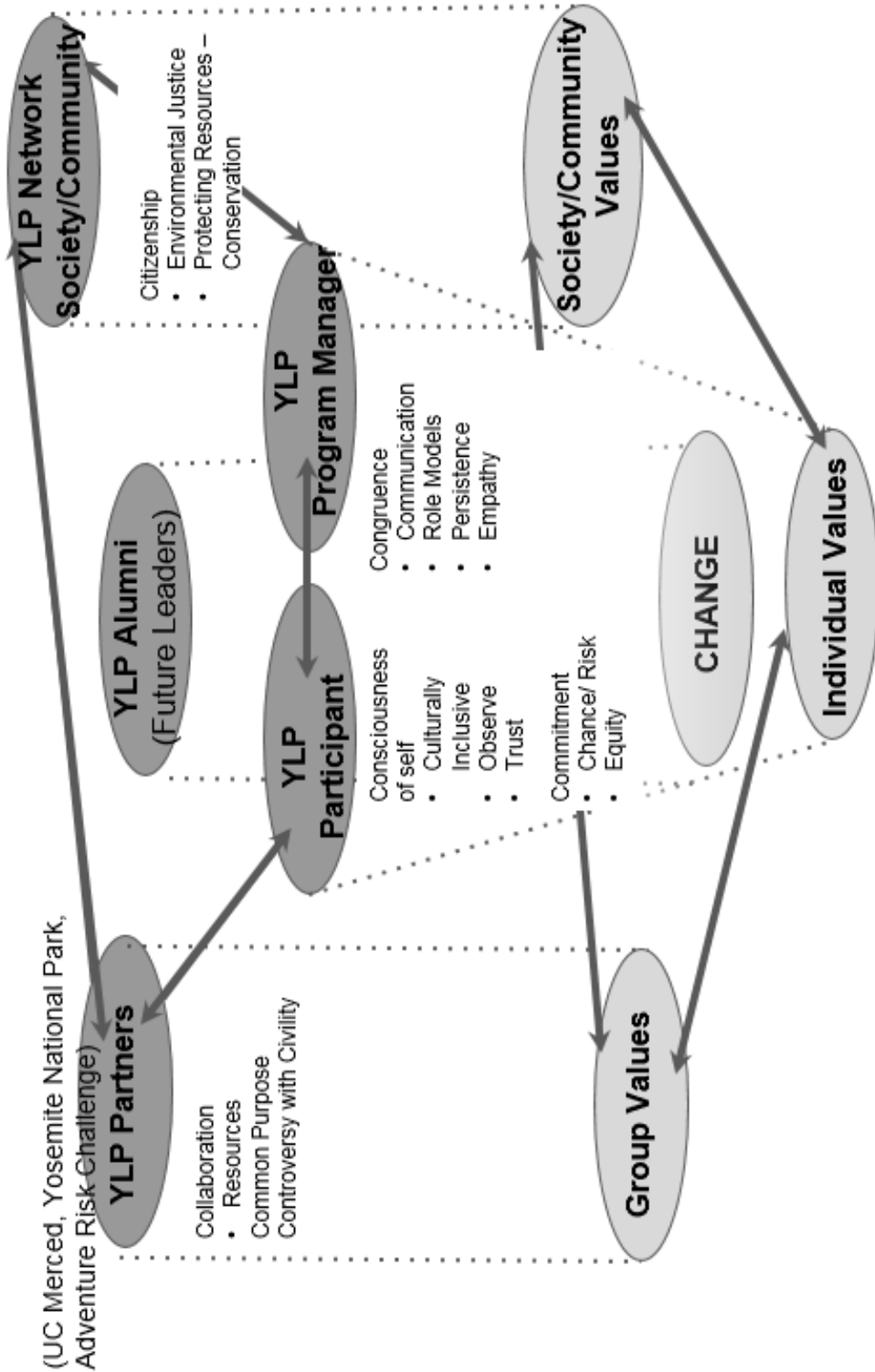


Figure 8. Public Lands Social Change Model of Leadership Development

This model was developed based upon the themes and comment trends in the qualitative data. The model will be further analyzed through knowledge and impacts of the SCM and YLP.

### **The Knowledge of Social Change Model**

The goal of this research was to analyze how the SCM impacts the outcome and the goals of the YLP program; educate, connect, and create access opportunities for diverse youth; assist in workforce recruitment; develop the next generation of civic leaders, environmental stewards and public land constituents; build on the successful collaboration; utilize the forward operating position to further relationships; utilize established and emerging technology to effectively communicate program; build on the success of capstone projects to continue to grow a network of organizations committed to the protection of Yosemite National Park; and to continue the Every Kid in a Park collaboration with Merced City Schools. The following section provides an overview of the research questions, including themes that emerged.

The first three prompts of the interview were to establish a baseline for the three groups regarding the relationships they have with the YLP and SCM: “*Describe the Yosemite Leadership Program,*” “*Describe the Social Change Model,*” and “*Define Leadership.*” There were common themes within each group. Throughout the program managers’ interviews the trends noted were: connecting youth to their public lands, their own leadership journey, having courage and/or taking risks, and the critical importance of this type of program. The program alumni and current program participants had similar themes, but their leadership journey was directly connected to YLP.

**Program Managers (PM)**

The program managers overall understood the YLP as a program that was cohort based, theoretical, and experiential. “The Yosemite Leadership Program is an opportunity for students of UC Merced to engage in curriculum, experiential opportunities and teamwork building in the classroom, and outdoors that focus on developing their leadership skills, as well as their relationship to public lands” (PM3, personal communication, February 2, 2018). Sixty percent of the managers were very familiar with the SCM as evidence by this comment, “Well the social change model is just one of many frameworks for leadership development. This one is very focused on creating positive social change. We kind of adapted a little bit to include social and environmental change in that big 'C' in the middle” (PM1, personal communication, October 17, 2017). The relationship that participants in the YLP program have to their public lands was critical not just in the growth of their individual and group values, but also in overall connections to community and society values, and how they implemented change in their YLP programming.

The concept that leadership is not positional but rather a process was a common theme among the program managers, as for example seen these comments, “that leadership is not necessarily positional” and “it is not title based and so the opportunity for people to lead from whatever point they fit into that becomes an important element of it” (PM5, personal communication, October 18, 2017). Leadership is action. This concept of action was very critical to the YLP program.

The YLP program is different from just leadership developments and that the context that we're hoping the students develop their leadership capacity is around protected lands and the important elements that the out of doors of the wilderness provides our world. And this is something engaging in leadership activity (PM5, personal communication, November 13, 2017).

This program was seen as critical not just to creating jobs but also stakeholders in public lands, "We have helped to kind of create and develop that ethos, around the importance of these spaces" (PM5, personal communication, November 13, 2017).

In the interview process some of the program managers continued to talk about the program and change. This included what steps one would take, viewed through the lens of the 7 C's, to have or to be a part of positive change in society (HERI, 1996). "Is the kind of idea of the last kind of step in the model where take all of what you've learned about yourself and group and how do you actually apply that to become a member of a civically engaged human in society. With all of this and the goal of it is to create positive social change, is the way the model is constructed" (PM1, personal communication, October 17, 2017).

There were issues that were brought up around expectations of what leadership looked like and why this was so critical in creating a program like YLP at this campus and within this surrounding community. "I think there are certain traps like people's belief or personal beliefs on what it actually means to be a leader, who can be a leader." They go on to talk about this within the greater societal context, "I think there's especially in a generally patriarchal male dominant dominated society that is primarily, you know

European descent or White. Who the leaders are, what they look like, is kind of expected in some ways and as defined, by that expectation. And so I think the pitfalls of leadership are that maybe it's not inclusive enough" (PM1, personal communication, October 17, 2017). These ideas, that it is important for individuals in leadership positions to reflect the community, and if not what does that mean to the those constituents, were reflected in comments like this, "Maybe it's hard for people to see themselves as leaders when they don't have role models that look like them." This deals with access and privilege and how that provides experience to some and not others.

I think that wilderness has universal benefits and that national parks really do have this democratic ideal basis for all Americans why is this thing that I think for me was so foundational like, creating my sense of self and positive, like, personal experiences are part of who I am. Or is that experience only available for upper middle-class white people from you know, whose parents took them hiking and backpacking. And I thought that that was not the way it should be if we had this idealistic mission of National Parks or the democratic ideal the best places for all people". (PM1, personal communication, October 17, 2017).

This need for the next generation of leaders to reflect the community provides a direct connection to "*how does the SCM impact the success and outcomes of developing the next generation of Yosemite, National Park Service, and civic leaders, environmental stewards and public lands constituents?*"

The why of the Yosemite Leadership Program I think college students ...especially ...represent future leaders. That's kind of how, at least I look at our

educational system is preparing people to take on the challenges that the next, you know the next era. And. I think that it's, it's incredibly complicated and complex both and I think that, to make sure that students are actually prepared for that, there needs to be both a theoretical understanding or a didactic learning that then ... can be applied. (PM1, personal communication, October 17, 2017)

Whenever one develops a program, there is a constant struggle, “I think this all the way boiled down is like, are we helping people be better global citizens or not.” Is the program reaching its overarching goal, which through SCM is change.

Courage and risk taking were critical to the process of the YLP in the view of PM's. The importance of risk taking and courage as it relates to the creation of the SCM was noted as well (see PM4 in Table 4 of Appendix III). They described their experience with the SCM and the actual process for creating it. They noted that there was theoretical conversation around the Input Experience Output, IEO, which is used for conducting statistical analysis. This input and output fostered the relationship of the C's discussion in the creation of the SCM. Their feedback was that there was a C missing, namely, courage.

It was courage because if you're going to do something in a circle and not in a triangle or a hierarchy, you better have courage and if you're going to be reflective and figure out what you can't do and ask someone for help, or hire someone who is different from you and figure out how to work with them, that takes courage. Every single step of this model requires courage and I think that ... what I think I saw myself being as courageous as I've been in my career, in that role, and that's

why I think it is my social change moment. (PM3, personal communication, November 8, 2017)

As noted, courage is reflective and about taking risks. Other program managers reflected on how important it is to take risks as a part of leadership and the YLP.

I really do think we're providing that opportunity for the college level students on UC Merced. So, these kids ... first time in college, first person in their family to go to college ... Just that step is kind of a newness for them in taking that chance and risk. But getting involved in these types of programs just continues that one step further. Our opportunity to push that envelope with those students and let them take it as far as they want or are capable, is a pretty neat thing, pretty magical thing. (PM2, personal communication, February 8, 2018)

The need for taking risks and pushing the participants to move forward into a new area of comfort and competence is critical for the YLP and the SCM. The individual value of congruence is noted to require dedication and courage (Komives & Wagner, 2017).

Leaders must use their courage and risk-taking to advance social change, which is what the YLP is asking UC Merced students to do. Program managers gave examples of their leadership journey, but it is important to note a significant consistency between these managers compared to alumni and participants, and that is expectations.

Even though they are in a later stage in their careers, they offered insight on how a person's own leadership journey can provide for taking risks and being courageous and can lead to the unexpected. For example, when growing up, PM5 never expected to even graduate college let alone obtain a high level position at a University. This is important to



note in the transition to the program alumni because, when they were interviewed, they had just begun their careers. The alumni and how they see their leadership journey related to their current career would have been completely different from where they are now because of their involvement in the YLP. The careers that they have chosen were not typical of their family or friends.

### **Program Alumni (PA)**

The theme of connecting youth to public lands was very evident among the program alumni.

The Yosemite Leadership program aims to create and empower the next generation of people who are going to be in charge of what happens to our national parks. And because the historic leadership in the park service is so—what’s the word—homogeneous. Maybe that’s a good way of describing it like it’s, it doesn’t reflect the growing and chang[ing] populations of our nation. The Yosemite Leadership Program is really trying to engage people that aren’t historically engaged in national park or you know public lands leadership. (PA2, Personal Communication, October 9, 2017)

The alumni are at a point in their life and YLP participation to be reflective. How did the YLP impact them or provide support for their leadership journey? According to PA1, “I feel like to be a leader it’s how you lead your own life, and then how you work in a group, and then eventually in the greater whole, the world, and interactions that you have.” This comment provides a reflection on their process of leadership—from the

individual, to the group, and then society, which is the infrastructure of the SCM (HERI, 1996).

Being comfortable having awkward conversations is also a really good skill for groups and leadership. And going into the growth zone instead of staying in a comfort zone. But I feel like change doesn't happen from the comfort zone.

Change happens when you're kind of pushed out into that. (PA1, Personal Communication, October 18, 2017)

The alumni of the program agree that courage and risk-taking were essential characteristics for YLP program participants to develop. They also reflected that YLP provides a safe space for that risk-taking.

I think it is a good place for people to challenge themselves and step outside of their comfort zone because they then have a group to fall back on if something doesn't go right or something doesn't go the way they want to, they have a support system built in. (PA2, Personal Communication, October 9, 2017)

The alumni reflected heavily, in part because they are in their first place of employment outside of college. In a career that they truly would never imagined without the impacts of the YLP. When ask about the importance of the YLP one said, "I love the why. I'm here because of the why" (PA1, Personal Communication, October 18, 2017). The program truly had an impact on them. The alumni wanted the program managers and all involved to know that they are very thankful and want to support other YLP program participants. When given space to reflect on any thoughts they wanted to share with the people running the program the most common response was a sincere, "Thank you for

everything that you do. That's what I want to tell them," which was delivered in a voice that carried true meaning (PA2, Personal Communication, October 9, 2017). The YLP has helped them to network and gain a career in the fields of conservation and preservation.

I don't think that I would have the job that I have now if I hadn't gone back to my YLP network and said hey, I'm applying for this job and I really want it. Does anyone know anyone in this organization that can help me? (PA2, Personal Communication, October 9, 2017)

They recognized that, not only did this program connect them as youth to their public lands, but this program supported their leadership journey, helped them to fail safely, and connected them to fields that are critical to preserving public lands.

### **Program Participants (S)**

Even though I lived, like, two hours away from Yosemite, I'd never been to Yosemite or done any outdoorsy stuff but I thought that was what the leadership was about. And once I went to, like, the first meeting, I saw that everybody either had some type of outdoors experiences or were more outgoing than I was. And I just felt, like, I had to step up - maybe not be a leader or - to other people - but, like, lead myself. . . (S4, Personal Communication, October 18, 2017)

The program participants that were interviewed are the youth that YLP is trying to connect to public lands. This concept of being close enough to Yosemite National Park, but never really feeling connected to it before entering this program resonated with multiple participants.

Yeah we, the part of the reason why I started wanting to work in the wilderness, is because every day every weekend my dad had a day off we would go to Sequoia Kings Canyon and Yosemite. First time I went to Yosemite I think [was] 1999. (S5, personal communication, October 18, 2017)

This participant visited the park, but never knew about the careers or opportunities for employment.

The participants reflected on their leadership journey and how this program is so critical to where they are. “My life would definitely be different. I feel like I probably wouldn't be involved in anything on campus. I would still be the same shy and not so confident person that I was when I first came here” (S4, Personal Communication, October 18, 2017). Depending on how an individual grew up, the National Park Service or a career working with the National Park Service, may not have been a topic of conversation. The YLP program introduced the participants to the National Park Service and Yosemite National Park through a variety of touch points. The opportunities allowed these individuals to begin seeing themselves not only in the parks, but also as a part of the workforce working at these public lands places.

My advice would be to have a plan. But be totally ok if it does not end up looking anything like your plan. Before I went to college, I didn't even really even consider being a park ranger is like a career choice right. Like that's just not something you think about, especially you know like going out and going through school. People tell you, it's all about like the STEM or it's all about you know becoming a doctor or something. And no one even says you could have a totally

cool job and like as a park ranger in Yosemite or something. That's not even something that people consider. So I would say like you never really know where we're gonna end up and you don't want to miss out on like a really cool opportunity just because it's not part of like your pre-defined plan in your head. (S6, Personal Communication, October 18, 2017)

The program enabled students to learn new skills and see new perspectives. Skills mentioned in the other groups came through again--courage and risk taking—as well as providing space for the participants to develop as leaders, “So, it's interesting to see how much space they give you and they really strive to have you develop your own leadership rather than them telling you what to do” (S1, Personal Communication, October 19, 2017). The program also allows students to learn by, “stepping out of my comfort zone to take initiative and to control the situation” (S3, Personal Communication, October 19, 2017). Such examples provide evidence that students felt supported to increase their Consciousness of Self, one of the pivotal individual C values (HERI, 1996). The impacts of the YLP and the SCM are further reflected in the next section. These impacts build on the themes of connecting youth to their public lands, their own leadership journey, having courage and/or taking risks, and why this type of program is so critical. The next level of analysis revealed themes related to such effects.

### **Impacts of the YLP and SCM**

The initial questions in the interview provided an infrastructure for the groups to establish definitions for the SCM, the YLP and leadership overall. Questions four through twelve (Appendix II) invited more in-depth reflections from participants on how the YLP

impacted them, i.e., “*Did implementing the YLP affect the participating youth and program managers involved in the program?*” and how they identify with this program and leadership model, i.e., “*Did these individuals identify with the three components of the SCM, individual, group, and society?*” The main themes that emerged were: (a) communication is an important characteristic for individuals, groups, and community members moving towards positive change; (b) collaboration and partnerships are important because they provide resources and networking; and (c) the participants are extremely grateful for the cohort family dynamics. This family that is created is important for building safe spaces and friendships.

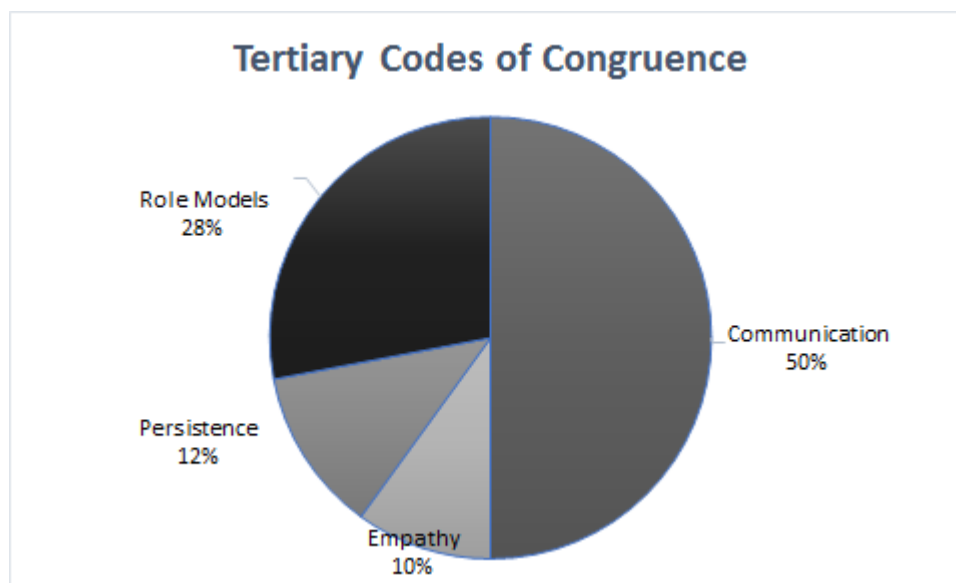
### **Program Managers**

PM1 repeatedly brought up how important it was to know one's self and have one's own thoughts on what one believes before one tries and move forward to change something or work with others for change. This recurring theme highlighted the Individual C's: consciousness of self, congruence, and commitment. For example,

You know at least for me, if you don't actually believe, or have a strong sense of your own values then it's really challenging to convince others to follow you. So your conviction in this idea that you are credible or have some credibility are believable, are trustworthy. If it's also you know based on some kind of, purely theoretical notion without like a self-knowledge or a personal commitment I don't think it actually works. (PM1, personal communication, October 17, 2017)

This highlights the importance of Congruence, acting in ways that are consistent with your values and beliefs. Thinking, feeling and behaving with consistency, genuineness,

authenticity, and honesty toward others (HERI, 1996), was further coded to tertiary levels, as illustrated in Figure 9.



*Figure 9.* Tertiary Codes of Congruence

These codes--communication, empathy, persistence, and role models—emerged initially in the first interview with PM1. “I think perceptiveness and empathy are also really, really important. And I think that having empathy for others and compassion for others, is, is crucial, it's crucial. Where we're on this ship together.” Reflecting on this view of empathy as being important for an individual to have led to considering the worth of the Group C's--common purpose and collaboration. Developing empathy for others helps you to learn how to work with others, how to disagree but with civility, and really, in the end, how to convince people of what you believe.

*“Did implementing the YLP affect the participating youth and program managers involved in the program?”* At the end of the interview each person was asked if they

wanted to add any comment or had any questions. PM1 thought it was vital to provide the following as a conclusion to their interview,

The last thing I would say [reflecting on how the program participants impact him as a teacher as a practitioner], I can't overstate the value of the inspiration that I get from the participants. There is so much that I gained from the relationship that I didn't anticipate obviously. (PM1, personal communication, October 17, 2017)

There was an emotional moment at the end. This program had strongly affected this individual; they knew that but expressing that openly needed some explanation.

But you know we can develop SOPs and curriculum and program manuals and all those things and I think those are incredibly valuable and they're needed because I think that you need to plan for leadership transition but you also have to bring your heart into things. And part of the reason that I think YLP is impactful to our participants is because we care about them, you know. And that's something that you know you got to find. Because it's not, in some ways like this is a job that I feel like it takes a lot of my time and energy and if I don't actually care about the participants I wouldn't give it. You know they would have a different experience. (PM1, personal communication, October 17, 2017)

When working with this type of program, it is important to bring your whole self. The interview ended as it had begun, with an entreaty to know thyself. PM1 had started the interview with noting the importance of conscious of self, congruence, and commitment, and in the end of the interview confirmed their own commitment to the YLP participants and program overall.



During the interview, PM1 reflected on Change--the big C—in their perspective, and how they *identified with the SCM*.

The challenge I think this is the same for anyone who's working towards creating change of whatever scale that they're trying to do is that the contextual factors either support or kinda of don't support your actions. And what I've learned in this is that the superintendent level leadership of a park very much influences how resources are allocated and what priorities are. (PM1, personal communication, October 17, 2017)

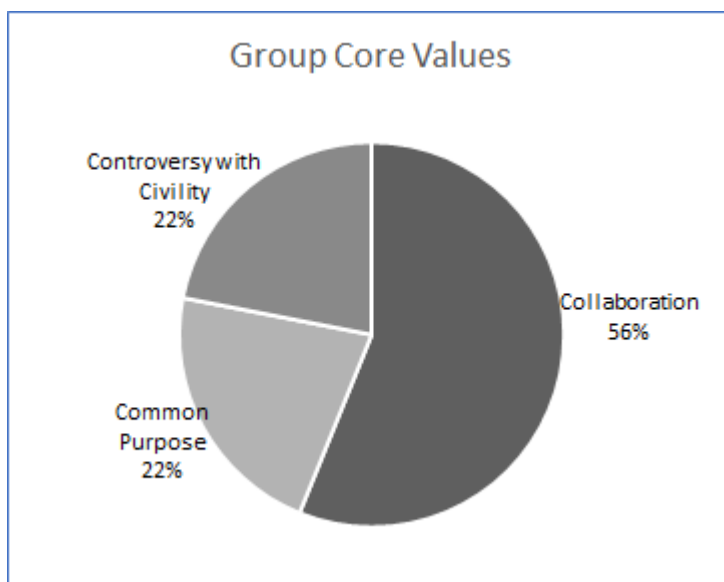
The YLP was created to impact change, to create opportunities for youth people on the UC Merced campus. Through the data analysis process the individual in the YLP and SCM was not just the young person, but also the program managers. They were also going through a change. The group of the SCM could be an analogy for the context of the park. The priorities of the YLP directly related to the group (park) and who the individuals were that support funding or allocations. If a person does not have common purpose and congruence, it will be hard to move forward. It is critical to have individual, group, and –lastly–community values.

The thing that I tell students that is related to this story is ‘pay attention’. Like look around and pay attention to the challenges in your community. So that and then you can start to take the tools that you have and apply them to those challenges. (PM1, personal communication, October 17, 2017)

This idea of paying attention, recognizing the needs or gaps within the community or society is exemplified by this comment. “What do you see in your world that you don't

think is just or good or even good enough. So pay attention” (PM1, personal communication, October 17, 2017).

When reviewing the coding of the Group Core Values, Common Purpose, Controversy with Civility, and Collaboration—the value of Collaboration was coded 56% compared to the other group values (see Figure 10). Collaboration and partnerships are important because they provide resources and networking.



*Figure 10.* Coding of the Group Core Values

The importance of collaboration was noted by PM3,

I mean I think one of those great opportunities we all have of why community and diversity is valuable is just hearing other opinions, hearing other experiences, and driving, or moving us away from like okay, this is the one sort of paradigm I know, and then the one where I want to change it. So that collaboration is that opportunity to experience and understand the different perspectives, the different paradigms, the different opportunities that are out there. So that is the grand seller

of collaboration to me, both in being able to be aware of what's going on, and then also how to improve those opportunities. (PM3, personal communication, February 8, 2018)

They recognize that collaboration within the YLP is also helping to teach the participants how to collaborate for great change and improvement at a societal level. How collaboration contributes to the YLP was also part of the feedback from PM4,

If we are about a larger community or society building, then we need to think differently about controversy. So I think some of those skills, I mean, you pick every C and you unpack it. What do you need to be collaborative? Well you need to know what you do well and you need to know what you don't do well and you need to be willing to listen to the person who does well what you don't and that's the first step of collaboration. (PM4, personal communication, November 13, 2017)

The program managers have the career experience to see how vital collaboration is and identified it as an important component of the YLP, to support students not only within the YLP program but as they continue through their college experience into their careers.

### **Program Alumni**

Communication was highlighted as critical by both alumni and current participants. A review of the curriculum materials in the fall semester coursework shows that one of the homework items is, "Develop & describe (in detail) a communication plan for their working group" (Fall Semester: 2016, Yosemite Leadership Program). A communication plan is not the only place where communication is highlighted. In the

2017 Yosemite Conservancy Grant Request Form, Table 3 emphasizes the 2020 Vision focus areas met by the YLP. These focus areas include the Yosemite's 2020 Strategic Vision, Operational Excellence: (a) identify and fund park priorities; (b) develop an exceptional workforce; (c) strengthen communication, collaboration and teamwork. It is not a surprising, therefore, that communication is a strong theme among the identified impacts of the YLP.

I think yeah, having that compassion, having the patience and the want to communicate with people, with groups that are different from yourself. I think that's another value. And then knowing how to communicate that across different people and different backgrounds" (PA1, Personal Communication, October 18, 2017).

Communication skills can be used, as noted by PA1, for both working with others or in being open to talking and listening to people who are different from you. While interviewing PA2, they agreed about the importance of communication and also saw critical thinking skills as important, along with basic skills on how to take care of yourself.

I think this is a very human or American thing — I don't know where it comes from—but people are really bad about talking about what bothers me, what I like, or just generally having like honest communication ... about our feelings, and our needs, and wants. And I don't think that school necessarily prepares us for that in the way that it could, and I don't know how to fix that. But I'm certain

communication is at the core of everything. (PA2, Personal Communication, October 9, 2017)

They concluded by saying youth need better skills in communication and by noting that the YLP and programs like these help students to build their communication skills.

I think focusing on those communication skills within groups is something that is a good fit for these, these types of programs. You know because, because there are programs where you're working with groups already it makes sense for you.

(PA2, Personal Communication, October 9, 2017)

The alumni emphasized that the YLP was a leadership development program, but also reflected on how the program had impacted them personally. One participant comment exemplifies this, saying the program “offers its students and participants a sense of home, and a family.” Another important component that was brought up right away was “the importance of having a safe space for students to have an open dialogue about things that are going on currently in the world.”

### **Program Participants**

The YLP is a leadership program that was developed based upon the SCM. The program managers build curriculum, a capstone project, and an opportunity for an internship at Yosemite National Park in the summer months for program participants. The participants see the YLP program managers as trying to implement a program for Change,

They also strive to create the future environmental stewards and leaders of the world. It's also a different type of leadership. I guess because we take into

consideration the environment. And, just being a part of it, I see that there is a family structure built into it. So, it definitely - it creates leaders. Or it's focus is to create leaders that are thoughtful of what's around them. (S4)

This process of creating leaders is not done in a silo, but rather by developing significant partnerships throughout the community.

So in a way these partnerships actually help a lot of people you never think you would ever see again or help. Sometimes you see them on the street later on or on a store and you're like hey. It's nice to see you later on. The partnerships just help bridge this and finish their mission statement. (S1)

The partnerships are critical, but so are the teachers of the program. They help to provide real life experiences (S6); this includes involving the YLP participants in outreach strategies such as tabling at events or being in the community setting up tables and providing education outreach materials (S4).

These experiences increase student's communication skills. "I really dislike public speaking but being in the program, and doing things like the Capstone Project helped me venture out of my comfort zone..." (S1). This participant noted that participants have the opportunity to, "constantly improve on yourself, and so, it's what they showed me. I feel like that's a critical aspect to have" (S1). They have capstone projects that do not always go as planned, they are faced with difficult situations and learn how to deal with adversity. "I found myself that I became better at working under pressure, just because my partner was really busy..." (S1).

The mission of YLP is to, “create Environmental leaders of tomorrow” according to some participants (S2). They recognized that this program helped them to build better communication skills.

I owe a little bit—probably a lot of that—to YLP people, like having the courage to step up and say OK I can do this, we can do this. I think it’s just being more.

More personable with people face to face communication. (S2)

There were other students that found communication critical, noting that, “Resilience, adaptability, and the ability to communicate” (S3) was important and that the YLP gave them the opportunity to push out of their comfort zone and give presentations and talk to people (S3). In some instances, they were grateful to the program, because it truly helped them to stay in school.

I’m from Southern California so about an eight hour drive away so it’s like far. Far from home far from family. So you know I wanted to drop out. I was like I’m done. I’m like not me for college or whatever. And YLP was like the only thing that I could get myself to go to every single week cause we have weekly meetings so I like stopped going to classes. I was like I’m done. I want to drop out but like I kept going to YLP every single week. And they were like kind of the support group and like the community that like kept me going like it was kind of like what brought me back every week to school. (S3)

The capstone gave them real life experiences, of partnerships, collaboration, communication and in the end change.

Yeah, I feel like if I hadn't just taken the step, whether it was forced or not to turn this application in, I wouldn't be who I am today. I also didn't know what I wanted to do once I graduated. And after visiting, you know, Yosemite for like the first time with the Yosemite Leadership Program, I felt compelled to help that place out. Like, I felt connected to it. (S4)

The YLP in the end impacted the participants as one noted, “And most importantly what you get, what you put into it, is what you get out of it” (S3).

There are many recruitment tools for colleges. These recruitment tools vary from outreach events to college visits. Of the current participants that were interviewed 33% of them connected the partnerships and capstone components of the program to the direct reason as to why they chose to attend UC Merced above other campuses. The YLP mission statement; “YLP is leadership development that educates and inspires environmental advocacy and social change through skilled, ethical, innovative and intentional action while respecting cultural heritage and community” (<https://ypl.ucmerced.edu/>). The partnerships just help bridge this and finish their mission statement; the importance of partnerships and building the bridge to the mission was revealed by program participants. “This program is rad. This is, the reason I came here is because of this program. I came to UC Merced specific[sic] for this program” (S5, personal communication, October 18, 2017). Regarding the “why” of the YLP program one said, “So the why. That’s a hard answer... YLP is almost to help students find their why” (S6), which shows that they see themselves as the Change



Another participant spoke about how they had planned on attending another university but changed their mind because of the outreach by the YLP program participants to their school. They were at UC Merced specifically because of that outreach.

I am the byproduct of the Yosemite Leadership Program; actually going into schools and talking about the program. I knew that we had a UC, I never visited it, nor was I interested in coming here. I was thinking of going to either Humboldt or Santa Cruz, but because they explained to me these awesome opportunities that they have here, I'm just like, "Well that is super cool." (S1, personal communication, October 18, 2017)

These students provided specific instances of how these partnerships with the community had a direct impact on recruitment for this UC campus. Of the participants that were interviewed, 33% of them changed the university they were planning to attend to UC Merced because of the YLP program.

Recruitment is critical in order for campuses to engage diverse populations. Once students come to campus there is also the need for retention. The YLP also clearly helps with retention of students.

So to me Yosemite Leadership Program was kind of like the decision or event that set me on the path that I am on right now and it made me who I am today. If I didn't make that decision to join this program. I would be an entirely different person. I probably wouldn't even be in college anymore. It was what kept me in

college after my first year which was like kind of a cool thing. (S3, personal communication, October 19, 2017)

Participants noted that the program provided a sense of family and security.

I also feel it's a way to connect students in the UC. It gives you, 25 friends right off the bat once you get into school, and for some people, this campus is new as well as the area, so it creates this home feel. And a sense of security. (S4, personal communication, October 19, 2017)

The next section of this chapter provides a reflection component for each of the groups that connects to the seven C's. The interview questions encouraged participants to express their views, in their voice, about the program.

When coding, the interviews were divided and moved into certain areas that aligned with themes and codes. This process is critical to analyzing the data; however, it does take pieces of a larger narrative sometimes away from the reader. This section provides these stories to help guide the reader through the interview process and conversations with the participants. The seven C's note the importance of individual, group, and society, and this section provides a larger reflection that again contributed to the development of the Public Lands (YLP) Social Change Model of Leadership Development model.

### **Yosemite Leadership Program Stories**

#### **Program Manager Stories**

I think part of what, you know when I, when they have me come in, and talk to potential YLP applicants, about why this program is important, and I talk about

how people are looking at some of our protected lands and they're asking questions about is that the best use of that resource and to have would we be better off turning that into another space to drill for oil or to do timber and get the wood and the paper out of it or whenever the case might be and so while people are nationally asking those questions we need the advocates and the people to create that social change around people's capitalism attitudes towards protected plants and ways [to] truly keep them protected lands and I think that we've got such an incredible rare resource right here in the United States and for our students to recognize that and find ways to advocate for that becomes really important during this current time. Even from a culture and a social justice standpoint around race and race identity I think that there is a sense that wilderness and outdoor spaces are only for a group of white elites that can afford to do to that type of experience or are, you know or are a bunch of people have the ability to be free spirited tree huggers and I think that, that is a misperception about the important role that these spaces play. And so I think our students are faced with some of those challenges around helping to expand people's notion and idea of the role that wilderness plays. And the important role that it plays for all. And finding ways to get more people there. I think when our students, who for the most part are pretty racially diverse look at the National Park Service and don't see themselves reflected in a lot of the staff that are currently there. I think that that creates challenges on whether or not they feel welcome. And so how our students could overcome some of those own challenges that they may feel, so that

they have the opportunity to address that to their future leadership becomes a really important element. And I think that you know again as they develop an awareness and a capacity to be compassionate towards others. I think that, that again is a leadership opportunity that can spill over into lots of other communities. As we look at some of the racial injustices or even recognizing the role of microaggressions, are flat out kind of White nationalist movements, they create marginalization. Our students have the ability to really find pathways to pull together collaborative teams to address some of those issues because they've done that in the capstone projects and they've done through these summer leadership program. So I think their ability to identify and connect with their passions and find ways to collaborate with others to create that positive social change exists. And so my hope is, is that the YLP program has created a testing ground for them, that they will be able to utilize in other context. (PM5, personal communication, November 13, 2017)

### **Program Alumni**

So I think our world is facing a lot of unprecedented challenges and changes and one of those is, as, the population of humans grows and expands, we're putting a lot more pressure than we ever have on our natural resources and that includes our national parks. And so the Yosemite leadership program aims to create and empower the next generation of people who are going to be in charge of what happens to our national parks. And because the historic leadership in the park service is so—what's the word—*homogeneous*. Maybe that's a good way of

describing it, like it doesn't reflect the growing and changing populations of our nation. The Yosemite Leadership Program is really trying to engage people that aren't historically engaged in national parks or, you know, public lands leadership. And keep national parks relevant and keep public lands relevant. To safeguard them in this changing and uncertain future.

Because if the goal of YLP is to create these communities and these leaders who are going to be taking care of our public lands in the future then we have to understand what is important to these communities that we're building. You know, what are the different needs and wants and challenges that all of our stakeholders are facing. We can't understand those things if we don't have dialogue and discourse between both the people in the program [referring to YLP participants] and the people [within the] outside communities that we are working with. And I think it does a fairly good job of that. You know I remember when we said I don't know if you heard the story but a couple of years back there was a stabbing incident at UC Merced. And one of the things that the YLP organizers did was call a separate meeting to let students talk about, how do you feel about this. You know what do you need. And even though that's not directly related to the immediate mission of protecting Yosemite National Park you know that incident is going to have repercussions that has the potential to touch these places in these parks. And so we want to be open and honest about that from the get go.

(PA2, personal communication, October 9, 2017)

**Program Participant**

I feel like it's set up as a role for YLP. We're taught to be very open and we're a very diverse group of people. So I'm like I'm Jewish and you know the majority of people on campus [are] like Christian Catholic right? So opening up dialogue during when events happening has really helped us to learn about each other and how to really handle situations with different and diverse people. You know we champion diversity and we want to learn about it and we want to be prepared to deal with it right. So I think. Giving us the skill set that we have to deal with diversity kind of sets us up to go out into the community right? Because a lot of us come from different backgrounds. I guess and a lot of the times that we're kind of encouraged to go into the community and to work with the community. Through things like mural projects in the communities or through our capstones and stuff and I feel like we're really given the skills to do so and that a lot of us have the passion to do so, you know so, we see places like Merced hat are underserved communities, this place like a mine of diverse people like we have. Like huge groups of different people like, Japanese Immigrants, we have Religious and ethnic minorities here. So it's like a really beautiful place to like want to make change and to work with community. And I feel like the people that we have come and speak to us and the people that we work with really allow us to learn about that. And be set up to do so in the future if we like want to. Which I think yes. Pretty passionate about that. (S3, personal communication, October 19, 2017)

The program managers, alumni, and participants all had very significant insights to the impacts of the program. These narratives directly related to the three overarching values: individual, group, and community. They all have a sense of deep connection to the program and the SCM.

### **Future Yosemite Leadership Programming**

The three groups talked about the YLP and the SCM. They reflected deeply on their own leadership journeys, their experiences with YLP, and overall how they interacted with society and impacted change. There are always opportunities to improve programming; that is the purpose of evaluations. There were a variety of recommendations that were formulated during the interview process. When thinking about leadership, some noted it is a process. “Change. . . is the ultimate goal of the creative process of leadership—to make a better world and a better society for self and others” (HERI, 1996, p. 21). The following recommendations were articulated by the program managers, alumni, and participants, because they want to continue and improve the effectiveness of the program.

The recommendations are categorized according to three overarching themes that emerged from interviews: the program logistics (funding, cohort size, partnerships), recognizing the role of mentors, and expanding the program beyond UC Merced.

**Logistics.** The logistics of the program involve how the program functions as a collaboration between UC Merced and Yosemite National Park, but also the course work, classroom experience, experiential learning through the capstone, internships, and employment at the UC Merced Wilderness Center on campus. The program initially

began by recruiting a cohort of students. There were many points of feedback from the program alumni and current participants regarding the cohort including accepting more students, having more cohorts, and how often cohorts are established.

Program funding was another recurring challenge mentioned during interviews. This challenge seemed to even create a level of stress for some that were interviewed, I think the main challenge that I deal with is year to year funding for a multi year program. So our program model is a minimum of two years. You know the students I've worked with the longest. . . I've known them for a decade. And our funding is very much year to year you know and the scaled back version if everything else fell apart I don't know what we would actually be able to deliver. So promising inexperienced participants that it's a multi-year, and then having to hustle that's the biggest challenge. I don't know if we're on the cusp of a larger organizational challenge and it feels like we are but, part of what's been really beneficial to this partnership is that there has been a commitment from the government, you know from the federal Government of equity and inclusion in National Parks. And I don't know if that will change. (PM1)

Interviewees did provide insightful recommendations regarding addressing funding challenges.

Being able to tell the story of the broad impact of YLP, I think is an important story that we sometimes run into challenges on how to tell and how to communicate. By doing the ongoing funding to support the program I think that's



always one of my challenges, right. It's great to have the 15 to 20 students interning the park every summer, but someone has to pay for the housing". (PM5)

The opportunity to be able to communicate the impacts of YLP and communicate that to donors or funders was a recommendation for the program logistics.

**Mentors.** The teachers of the program play a critical role and the significance of this was brought up by all three groups. Teachers serve as mentors and a support system for the program. They could possibly mentor others to serve as mentors to YLP members. The role of mentors versus supervisors is an important distinction in the program. There were recommendations, specifically for the summer internships, to have a supervisor, not necessarily expecting that same person to be a mentor. These are two different roles and functions. The guidance that is provided for the summer internship mentors could be a model shared with others. The development of a mentor handbook or program could also be instrumental to formally developing peer-to-peer mentors which might support the next recommendation, continuing the program outside its current two-year scope.

How do we continue this legacy outside of those two years? When people graduate and they're off living their lives, how do we connect with them again? How do we keep them involved with the program and their sense of community, but also how do we prepare our students for when they graduate and they're off. Where is the feedback loop? (PA1)

This challenge, could be turned into a recommendation for developing a more formal mentoring component. This could also include an alumni database or alumni organization similar to a professional development association. There was also feedback about

providing space for participants and alumni to create an online blog or something similar, where participants and alumni can share their experiences in addition to building more capacity for networking. This recommendation also connected to providing a marketing tool for the next cohort of YLP participants.

**Expanding beyond UC Merced.** Another recommendation was having the program expand to other towns and cities. The concept that YLP could be a template was voiced. “It’s a really cool template that can be brought to other campuses and other national parks like Sequoia and Fresno State are close enough” (S2). It is interesting to consider what the program would look like at another campus? One program participant specifically noted that their experience at UC Merced, compared to their sibling’s experience at UC Berkeley, was extremely different.

The networking opportunities from YLP is like nothing that [her sister at Berkeley experienced]. I always talk to my sister at Berkeley and she's like, I can't believe you have all these opportunities. I was like why don't you go talk to blah blah and she's like I can't, you don't understand. It's not the same here. So, I guess that's kind of YLP and the culture of UC Merced together. (S3)

The data noted that the location of the campus, size of the cohort, and location of the park is critical to the YLP. These three values represent the individual, group, and community values of the SCM. There were many participants that recommended replicating the program and taking it to other campuses. When replicating a program such as YLP, it is important to note the structure of the program and how that is related to its success and uniqueness. The program could be replicated, but outcomes could be different because of

the individual, group, and community components involved. It is important to recognize these values at other sites as you build their leadership program. Who are the individuals, what do they bring? What is the group? What is the local community? How do they support the seven C's? Reflecting and recognizing these key values of the social change model of leadership development will provide for a better understanding of how to implement a leadership development program.

### **Conclusion**

This chapter provided an in-depth review of the data analysis and findings. The context of the YLP, including the location, provide a connection between the individual participants, the group experiences, and overall opportunities within the community. Not only are these vital components of the SCM, but they also facilitated the emergence of themes during the interview process. To summarize, the knowledge of the SCM, and the impacts of the YLP and SCM program managers, program alumni, and program participants emphasized the importance of courage and risk taking, communication, collaboration, partnerships, a sense of family, and the importance of this type of program and experience to connect youth to leadership and their public lands.

In chapter 5, the results obtained in chapter 4 will be evaluated through the lens of the Public Lands Social Change Model of Leadership Development that was built from the content of the interviews, researcher observation, and reflection notes on the YLP and SCM. The development of this model provides a visual representation of the YLP purpose and goals while also examining the involvement of the SCM. This model also offers a map for youth leadership programs to be developed in partnership with public

lands agencies, as change agents, working collaboratively through the social change model of leadership development as part of a larger movement (Komives & Wagner, 2016).

## **CHAPTER 5**

### **Discussion, Conclusion, and Recommendations**

This qualitative research was conducted in collaboration with three groups: program managers, student participants, and program alumni. The literature review, programmatic materials, interviews, reflection, and observation notes provided a larger context for the program beyond the interviews. The analysis of the interviews garnered themes that not only connect to the SCM, but also provided a framework for how to explain the Change, which is the goal of SCM (HERI, 1996). The SCM provides theoretical infrastructure for the YLP. However, through the implementation process, the two, YLP and SCM, synergistically build a new model that is relevant to further focus on the changes of the individual, group, and community.

This research examined interactions that are taking place between program managers, alumni, participants, and community members that have a direct impact on the future of leaders and stakeholders in public lands. The YLP is building change in the community. The YLP uses the SCM values. The individual value represents the UC Merced student. The group value is represented by the YLP Partner, Yosemite National Park, and other collaborations and partnerships within the community. The YLP is also

building community with new leaders, who are alumni of the program. The interactions within the YLP community network is a subset of the larger society. The outcomes of the YLP are woven throughout the new model: educate, connect, and create access opportunities for diverse Central Valley youth to Yosemite National Park, wilderness ethics, and environmental leadership; assist in workforce recruitment through internships and Pathways appointments—through this effort, incorporate diverse perspectives from bright students into the workforce and aid Yosemite in workforce development; develop the next generation of Yosemite and National Park Service advocates, civic leaders, environmental stewards, and public land constituents; build on the successful collaboration with one of the world’s most respected university systems; this collaboration represents a model for National Parks nationwide; utilize the forward operating position of Merced to further relationships and National Park and environmental awareness in the Central Valley and gateway communities; utilize established and emerging technology to effectively communicate program offerings, goals and objectives both internally and externally; build on the success of capstone projects to continue to grow a network of organizations committed to the protection of Yosemite National Park; and continue the Every Kid in a Park collaboration with Merced City Schools.

These outcomes provide focus for the initial seven C’s. Analyses conducted through this research project demonstrated that the individual, group, and community values fostered through the YLP by program managers, alumni, and participants encompass the last C of change. Change in this sense is specific societal change,

including systems thinking that helps reveal the complexity of the root causes of societal problems (Komives & Wagner, 2017). The YLP challenges program managers and students to think about the following questions:

1. How did the situation come to be this way?
2. How do economic, political, social systems and cultural values enable the program to continue?
3. What local, state, and national policies contribute to the problem?
4. Why does the general public accept the ongoing existence of this problem?

(Komives & Wagner, 2017)

The program managers, alumni, and participants are building relationships and working collaboratively. The YLP is built on this process not only because of the SCM, but because of the intersectionality of the new participants coming into YLP, the alumni, and the program managers. The YLP is a system, the Public Lands Social Change Model of Leadership Development further explains these values, attributes, and characteristics.

The Public Lands Social Change Model of Leadership Development, seen in Figure 8 depicts a revised Social Change Model overlapped with the Yosemite Leadership Program. When the YLP participants, who represent communities throughout the state of California, are recruited for the program, they are gaining educational, connection, and learning opportunities through engagement with Yosemite National Park. This learning intersects with wilderness ethics and environmental leadership by having capstone and internship opportunities. 100% of the participants and alumni considered a career that connected them to public lands because of their experience with the YLP. This

connection of the YLP alumni to the community builds in the relationship and enhances workforce recruitment. This includes the incorporation of their ideas as students into the workforce and the continuum of employment not only at Yosemite, but with other environmental organizations, non-profits, and the overall community and larger society.

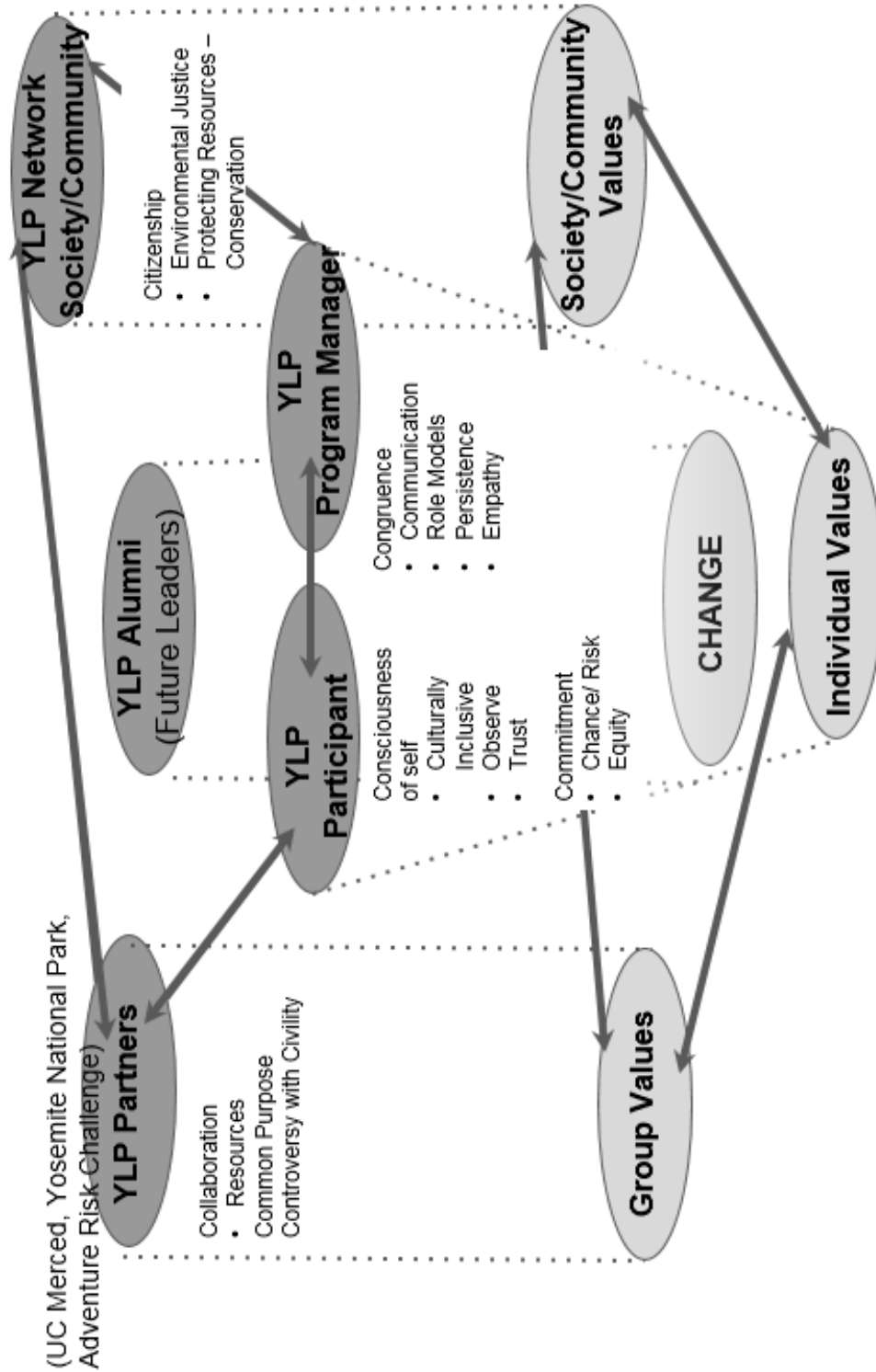


Figure 8. Public Lands Social Change Model of Leadership Development



## Discussion

The YLP provided program managers, alumni, and participants a foundation on the SCM. This includes building in programming around social change, leadership, and connecting to their national park. The program solicits to the local community for ideas or issues that the youth collaborate on for a solution for their capstone projects. This real time example weaves in the college student with their local community, which also includes Yosemite National Park. The YLP builds in the capstone programming as well as the internship and classroom curricula to give the participants a stronger connection to the individual, group, and community values, while integrating the environmental ethics.

Social change is aimed at change. According to Komives and Wagner (2017, p. 235), “To be the ones who can effect real change, it is critical to understand the true nature and aims of social change.” The factors that influence social problems cannot be understood by only seeking a linear cause-effect relationship, but rather by learning to understand the whole system (Komives and Wagner, 2017). The YLP program helps young people to understand how their own behavior contributes to the problem, beyond that, will they believe their influence is small compared to others and will these program managers, alumni, and students be willing to change (Komives and Wagner, 2017). This change in the lens of the YLP, is systems thinking. Systems thinking helps reveal the complexity of the root causes of social problems (Komives and Wagner, 2017).

These researchers concluded that there are four key attributes that distinguish social change from other ways of addressing community problems. Social change is:

- Aimed at creating change
- Addresses the root cause of social problems
- Collaborative
- Not simple

These interviewees were unequivocal in their assessment that the YLP is creating this type of change. The program managers, alumni, and participants all reflected in their interviews that the YLP did impact them. The participants related how critical the partnerships were to the program and their experience. Partnerships are seen at multiple levels from formal levels with an agreement between the Yosemite National Park and UC Merced, to informal partner collaborations. The participants work with community partners such as schools within Merced County through the Every Kid in a Park Program. Those touched by these efforts are the stakeholders, the next generation of Yosemite, National Park Service and civic leaders, environmental stewards. UC Merced is part of a larger group of university systems. There were some participants that noted the YLP was the reason that they chose to attend UC Merced. They also recommended that this type of program would be beneficial at other universities and other parks, thus providing a model for National Parks nationwide and enhanced recruitment and retention opportunities for universities. The mentoring and networking capacity of the program managers, alumni, and participants are critical to this arm of the new model.

The YLP was created in the early developmental stages of the UC Merced campus. This resulted in the unique opportunity that the YLP program managers had to be connected to gateway communities and the larger society. The alumni and participants

spoke about the importance of wearing the park service uniform and of youth seeing mentors that look like them. The alumni spoke about gaining an environmental awareness and bringing that to their friends and family. They are building the connection from their individual selves to the groups of their families and their community. The National Park that they might have visited as a child is now seen as a place of employment for individuals in the Central Valley and gateway communities. This is the change that the YLP was developed for; the YLP alumni are in the center, because they are the future leaders and the change.

### **Limitations**

There were a variety of limitations within this study. There were more people who were recommended through the snowball sampling process, and they were added to the list to be interviewed; however, many were unavailable due to inflexible schedules, family conflicts, or new jobs. The implementation of the YLP program also is very timeline dependent. It is part of the school semester, but also works with the Yosemite National Park field season. This interdependent relationship is very structured so that the YLP participants can move forward through the program while also gaining experiences in the field with the community, including Yosemite National Park. This rigorous structure proved to be a challenge because of workloads and demands on program managers and participants. The researcher also had scheduling conflicts that affected availability. The distance between the UC Merced campus, Yosemite National Park, and current locations of some alumni also imposed some limitations. The interviews conducted on campus could not always be partnered with in person interviews at the park

or in other cities because of distance. Overall, participants were very flexible and tried to support the research process.

The limitations of the study are important to note-- more interviews are needed, especially including community partners. If community partners, employers of alumni, families of participants, colleagues of program managers were a part of the study, how would this opportunity support or alter the model?

### **Recommendations**

During the literature review portion of the research study, there was discussion about the opportunity to possibly use the Socially Responsible Leadership Scale (SRLS). One of the recommendations of this study would be to implement the use of the SRLS into the Yosemite Leadership Program with the participants and/or program alumni. The SRLS is an instrument based on the Social Change Model (SCM) of leadership development (Buschlen & Dvorak, 2011). According to information at the National Clearinghouse for Leadership Programs (NCLP), the SRLS is used for research, assessment, and education to measure and identify leadership capacities. SRLS is a simple web-based survey that takes only about 15 minutes to complete. Students are instantly scored on the eight core values of SCM. Research and assessment in leadership development helps to improve practices for students as more is learned about which experiences have the most impact on learning outcomes (<http://srls.umd.edu/>).

There is an opportunity for a future study of the YLP program which would use the SRLS. This could be a quantitative research study to see if the past participants have achieved a certain level on the SCM based upon their involvement in the YLP. The

quantitative sampling pool could include alumni or current participants. Based upon reviewing final reports, this could be a sampling size of around 320.

Another recommendation for further study would be to enhance the number of participants included in the interviews. This includes any YLP program participants or alumni that had a negative experience and more key partners in the implementation of the program.

This recommendation has two parts: asking the research participants to recommend anyone that had a negative experience with the YLP to provide an interview and working with research participants to build a community partners list. When asking the question for them to recommend someone to interview during the sampling process, there might have been a bias to recommend someone that they knew had a positive experience. This additional ask might garner a different perspective. Upon further analysis of interviews, the partnerships were noted as critical, yet that component was missing in this study. The key interviews in this study were with alumni, participants, and program managers. The program partners have data that could further our understanding, from the community perspective, of the impacts of this program on that third value of the SCM, society and community. Some program participants were once members of these community partners, but at the time of the interview, they were enrolled in the program. This connection between individual, group, and community further demonstrates how these data could support more analysis.

### **Personal Reflection**

At the beginning of this study, as the primary researcher, I was in a field position that was very connected to youth in communities similar to those within the UC Merced campus. This included implementing programs that are also trying to build connections between communities of color and their public lands. The challenge of recognizing my own leadership journey, while trying to accommodate a rigorous schedule of implementing programming provided little time for reflection and caught up with me during this research process.

In academia there is an expectation that students who have an undergraduate degree are equipped to move forward towards their master's degree. The conversation around what is a degree and what is higher education, is truly a leadership journey. Why do these types of programs exist? Understanding the "why" of the Yosemite Leadership Program, could facilitate the review of any program. Why do we have these types of programs? Why do we care?

The Social Change Model of Leadership Development provided me with the values and the knowing-being-doing framework that I needed to succeed in this process. Once I recognized that this research project was a change in my own leadership journey, I needed to assess my consciousness of self. The understanding of how change happens, my personal strengths and weaknesses, and my ability to work toward a shared purpose in my professional career, needed to be translated to the academic setting. There was no person that I could work with that would have the same ownership towards this research. Although there was a common purpose among advising staff, colleagues, and peers, the

true trust in the relationship and reflection had to be done through my own individual value of commitment.

My personal values rank education very high; however, when higher education is sought, there is also a stigma of difference. Are you now better than where you came from? There are strategies to overcome resistance; however, the nature of that resistance is not always consciously recognized, because of work and life balance. Why take on something else if you are already operating at 105%? The reason is change.

Change is that collective of individual, group, and community. The reality is these three values can be attributed to a researcher. You are your individual self--who you are or think you are; your group--which could be family, work, or personal connections; and your community. What is your role? As you move forward in your research continuum, you begin to challenge these three values. The challenge is not necessarily bad, but it is a challenge that you have accepted as an individual. Nevertheless, it has consequences on the group, for example, paying for tuition instead of other things. It has consequences on your role in your community because it affects your ability to commit to participating in something when you should be working on your research. But in the end, the change is worth it. The change, in the end, come down to you--that collection of individual, group, and community. When you accept your ability to change, you have supported a larger collaborative of how change is critical and necessary. It is critical and necessary for what you have now become as an individual, within your family, friends, and work colleagues, and, lastly, how much more relevant you are within your community and society. You have crossed a bridge that no one ever told you about or that you imagined for yourself.

And through this change, you gain tools along with a realization that you can now empower others.

### **Conclusion**

The findings and reflections providing by the program managers, program alumni, and program participants provide evidence that these groups have knowledge of the program goals, that it is having an impact on these individuals, and that they see the importance of programs like the YLP. The model provides a map of the change that was the result of the YLP, but also continues to create the YLP. The partnership between the university and the park is necessary to build this type of collegiate leadership development program.

There are recommendations set forth from the interviews for the YLP that would build capacity and also impact. The challenges expressed by the three groups can also be seen as opportunities for this study to provide context for the future. An alumnus of the program stated, “I love the why. I’m here because of the why” (PA1). This pivotal moment in the interview illustrated the true connection that program has facilitated for the participants.

The model provides a visual for the program to further build the connections between the three groups that were interviewed, the program materials, literature review, and reflection notes. The YLP is an example of a collegiate leadership development program built in partnership with a university and public lands agency. This model of a



program exemplifies systems thinking. In the end “the partnerships just helps bridge this and finish their mission statement” (S1); the system is the change.

## APPENDIX I

### The YLP program goals

1. Educate, connect, and create access opportunities for diverse youth of the Central Valley to Yosemite National Park, Wilderness ethics, and environmental leadership;
2. Assist in workforce recruitment through internships and Pathways appointments—through this effort, incorporate diverse perspectives from bright students into the workforce and aid Yosemite in workforce development;
3. Develop the next generation of Yosemite, National Park Service and civic leaders, environmental stewards and public land constituents;
4. Build on the successful collaboration with one of the world's most respected university systems; this collaboration represents a model for National Parks nationwide;
5. Utilize the forward operating position in Merced to further relationships, National Park and environmental awareness in Central Valley and Gateway communities;
6. Utilize established and emerging technology to effectively communicate Program offerings, goals and objectives both internally and externally.
7. Build on the success of capstone projects to continue to grow a network of organizations committed to the protection of Yosemite National Park.
8. Continue Every Kid in a Park collaboration with Merced City Schools.

## APPENDIX II

### Yosemite leadership project interview questions

1. Describe the Yosemite Leadership Program?
2. Describe the Social Change Model.

Seven Critical Values of Leadership The working ensemble eventually concluded that there were seven “critical values” (Higher Education Research Institute, 1996, p. 21) to leadership development. As each begins with the letter C, these have come to be known as the “Seven C’s.” The Seven C’s are grouped into three categories:

3. Define leadership.

Define leadership. Leadership is collaborative. Effective leadership is based on, collective action, shared power, and a passionate commitment “to social justice” (Higher Education Research Institute, 1996, p. 11). • Leadership is the process a group experiences as it works collaboratively toward a goal. It is not the acts of an individual with authority. • Leadership is based on values. To have the trust necessary for collective action, students and groups must be clear about their values and consistent with their actions. • All students can do leadership. Leadership development is not reserved for students holding leadership positions, but is for any student wanting to engage with others to create change. • Leadership is about change. Effective leadership involves being able to accomplish positive change for others and for the community. (Adapted from Higher Education Research Institute, 1996, p. 10)

4. What’s the why of Yosemite Leadership Program?
  - a. How is the Yosemite Leadership Program related to the Social Change Model?
  - b. What does leadership look like?
  - c. How does the SCM connect to the three phases of the YLP curricula?
5. Was there a time when you felt like, “This is it. I didn’t go looking for this moment. But it happened. Now I have to step up and be a leader”? If so, will you tell me that story? If you had to summarize what you learned from that experience in a word or short phrase, what would it be?
  - a. What were your feelings at the time?
  - b. What risks did you perceive in that moment?
  - c. What would have happened if you’d failed to act?
  - d. What are your feelings about that situation now?
  - e. How has this experience, or related experiences, informed your work?
6. In the next set of questions, I’m going to ask you about youth leadership individual, group, and community values. This includes leadership needs,

- opportunities and challenges. What kind of leaderships skills do youth need today?
- a. Sample probing questions: Individual values/Group Values/Community Values – of the social change model
  - b. The Individual:
    - i. What individual qualities should our programs attempt to develop?
    - ii. What personal qualities support effective collective action and social change?
  - c. The Group:
    - i. What processes do students need to learn in order to work effectively in groups?
    - ii. How can collaboration foster individual development and social change?
  - d. The Community/Society:
    - i. How can involvement in positive change in the community promote group collaboration and develop individual character?
- (Adapted from Higher Education Research Institute, 1996, p. 19)
7. What leadership opportunities exist because of YLP?
    - a. Should the YLP promote dialogue, deliberation, and/or a rejuvenation of public discourse? Why or why not?
    - b. How could YLP leaders help bridge opposing belief systems, diverging cultural norms, or incompatible religious traditions? Is this a role for YLP leaders? Why or why not?
    - c. How important are partnerships to the YLP?
  8. What are the main YLP challenges?
    - a. How should YLP leaders respond to racial injustice, climate change, entrenched partisanship, shallow consumerism, addiction and obesity epidemics, compassion fatigue, or various other social and environmental challenges?
  9. What skills and capacities are essential for YLP participants to be leaders in the future?
    - a. Where and how are YLP leaders made? How do we build future YLP programs or YLP leaders?
    - b. Are people skills essential? Which people skills make the most difference?
    - c. Are communication skills necessary? Which ones and why?
  10. How could the YLP program thrive in the current societal context?
    - a. Describe the current societal context of your work. What challenges does this context provide?
    - b. What's the emotional toll of being a leader?

11. Do you have any advice for an aspiring YLP leader?
  - a. How is that advice shared?
  - b. What reactions have you experienced from YLP participants when advice has been given.
12. Anything else to add?
  - a. Ask the interviewee if he or she has anything else to add? Ask if there are any topics that they think especially relevant that were not covered? Ask if they have any questions for you as you wrap up...
  - b. Finally, ask the interviewee, "Who would YOU recommend that we interview for this study?"

## APPENDIX III

Table 3.  
*Content Codes with Descriptions*

Code	n	x	Description
<b>Individual Core Values</b>	65		
Consciousness of Self	152		Being self-aware of the beliefs, values, attitudes, and emotions that motivate you to take action. Being mindful, or aware of your current emotional state, behavior, and perceptual lenses.
Culturally Inclusive	14		A culturally inclusive environment requires mutual respect, effective relationships, clear communication, explicit understandings about expectations and critical self-reflection. In an inclusive environment, people of all cultural orientations can: freely express who they are, their own opinions and points of view.
Leadership	36		what does it mean to be a leader within the context of self.
Observe	10		Pay attention to your surroundings and your community
Trust	9		having the credibility, believable, trustworthy
Commitment	68		Having significant investment in an idea or person, both in terms of intensity and duration. Having the energy to serve the group and its goals. Commitment originates from within, but other can create an environment that supports and individual's passions.
Chance / Risk	48		Taking an action that may be uncomfortable or an area of the unknown
Equity	10		sense of the importance of providing or working towards opportunity for others
Stress	11		in the context of pitfalls of leadership
Congruence	122		Acting in ways that are consistent with your value and beliefs. Thinking, feeling and behaving with consistency, genuineness, authenticity, and honesty toward others.
Communication	75		the tools of communicating, verbally, written, and using technology.
Empathy	15		The ability to understand and share the feelings of another. affinity with, rapport with, sympathy with, understanding
Persistence	18		continuing to push yourself and your efforts
Role Models	42		having roles models for mentoring, but also roles models that look

		like you.
<b>Group Core Values</b>	65	
Collaboration	87	Working with others in a common effort, sharing responsibility, authority, and accountability. Multiplying group effectiveness by capitalizing on various perspectives and talents, and on the power of diversity to generate create solutions and actions.
Resources	66	Access to resources, partnerships, including networks, mentor relationships
Common Purpose	34	Having shared aims and values. Involving others in building a group's vision and purpose.
Controversy with Civility	34	Recognizing two fundamental realities of any creative effort: 1. That differences in viewpoint are inevitable, and 2. That such differences must be aired openly but with civility
<b>Society/Community Core Values</b>	80	
Change	96	Believing in the importance of making a better world and a better society for oneself and others. Believing that individuals, groups and communities have the ability to work together to make that changes.
Future Leaders	69	representation of people in the field in the future to take on challenges
Protecting Resources - Conservation	41	
Citizenship	18	Having significant investment in an idea or person, both in terms of intensity and duration. Having the energy to serve the group and its goals. Commitment originates from within, but other can create an environment that supports and individual's passions.
Environmental Justice	7	
Yosemite Leadership Program	229	definitions of the Yosemite Leadership Program
Challenges	54	

Table 4.  
*Codes from Interviews*

Media Title	Excerpt Copy	Codes Applied Combined
S4_Transcripts.docx	<p>So the Yosemite Leadership Program is a two year program here at UC Merced. It's divided, obviously, into two years. So, first year, it's a lot of developmental sort of stuff, like, making us into, like, environmental stewards, teaching us about the different concepts of leadership, such like the social change model. We also do a lot of outdoor activities that kind of help us bond with our cohort, so we'll go to retreats to Yosemite. We'll do ropes courses as a team, like at Fresno State. You also do, like, indoor rock climbing and that was a pretty nice bonding experience because you have to trust somebody with your life, pretty much.</p>	<p>Yosemite Leadership Program, Protecting Resources - Conservation, Collaboration, Individual Core Value</p>
S4_Transcripts.docx	<p>nd then, the second year you pretty much put everything you learned from like the leadership skills or environmental concepts that they teach us into a capstone project and these capstone projects vary. They're pret - some of them do come back every year. Others are completely new and it just kind of depends on what you choose. They give us a list of projects that we like. We number them in the order that we like them the most. And, hopefully, you get your first choice. And they can either be centered around UC Merced, so like the vernal pools, the community, or Yosemite itself. When I was a second year at - in the Yosemite Leadership Program, I had to take a group of, like, under-served high school students from my own hometown up to....</p>	<p>Yosemite Leadership Program, Group Core Value</p>



S4_Transcripts.docx	If I remember correctly, the social change model is a leadership development model that, kind of, is a guide to creating change. And it takes into consideration three types of values. So it will be your individual values, your group values, and, like, societal - society values. And there's the Seven C's. I can't remember them.	Individual Core Value, Group Core Value, Society/Community Core Value
S4_Transcripts.docx	But it's - like I said, it's pretty much a guide to guide people to create positive social change whether it be in their communities, campus, wherever. Yeah.	Change
S4_Transcripts.docx	So leadership is to be able to lead or guide a group of people with common views or goals. We don't always have to lead by commanding or asking people to do things. You can also lead through influence. [17.6] So you don't have to be like the - a loud leader who is able to speak up in front of a group. You can also lead from behind. So, you know, examples of what you would like other people to do may be influencing from behind. I feel like that's the type of leadership I do. I'm not very outspoken. I mean, through, like, this program I've become more outspoken than I was when I first came to UC Merced. But I feel like I tend to lead from behind. So, like, I only come in when I feel like people need me to.	Yosemite Leadership Program, Congruence
S4_Transcripts.docx	It's definitely important to know what type of leader you are,] to know yourself before you become a leader, because I feel like it would be really hard to reach a certain goal if you don't - if your not even sure that that's what you want. I feel like you need to know exactly what you want before you start doing something, just so you can carry through with it..	Consciousness of Self, Leadership

S4_Transcripts.docx	and actually, achieve a goal. It would also be kind of bad to, you know, influence other people on a certain decision or goal if you're not even sure if you...	Common Purpose, Commitment
S4_Transcripts.docx	Yeah, if you're the type of person that - that's, like, your ego get to you. So, maybe, like a power trip. Maybe you see all these people you know following you and doing pretty much everything you want them to. I can see how that can turn into something negative. And - yeah, I mean, I don't think that's everybody but there's certain people like... ..who take advantage of their position	Stress
S4_Transcripts.docx	Well, according to me, I feel like the why of the Yosemite Leadership Program is to become an example leadership program. They also strive to create the future environmental stewards and leaders of the world. It's also a different type of leadership. I guess because we take into consideration the environment. And, just being a part of it, I see that there is a family structure built into it. So, it definitely - it creates leaders. Or it's focus is to create leaders that are thoughtful of what's around them.	Yosemite Leadership Program, Protecting Resources - Conservation, Future Leaders, Change
S4_Transcripts.docx	Yeah, I just feel like it - it strives to create good people for this - for society nowadays.	Yosemite Leadership Program, Change
S4_Transcripts.docx	Just people who actually take into consideration, you know, the environment, science, the people around them. Like, we aren't the only people or things... in this world. There's a lot out there that we need to share and be considerate of.	Citizenship

S4_Transcripts.docx	I feel like it definitely happened my freshman year when I applied to this program. I didn't know much about it. I knew about it through a friend who I went to high school with and also come to UC Merced. I guess, like I said, I was pretty shy. I didn't have much of an aspiration to, like, do any clubs or activities - besides focusing on school and graduating. But I listened to this person and I was - decided to apply. And I kind of let myself get to me, to where it was a few hours before the application was due. I didn't know want to apply because I didn't think I would get in. So I just didn't want to go through the disappointment. And I just thought this wasn't for me. And my friend came in and asked me if I had turned in the application. I said no. And he pretty much sat there till I finished it.	Role Models, Commitment, Congruence
S4_Transcripts.docx	And a few weeks later I got an e-mail saying that I had gotten into the program. And I didn't know how to feel, because I felt like I was some sort of outsider. Even though I lived, like, two hours away from Yosemite, I'd never been to Yosemite or done any outdoorsy stuff but I thought that was what the leadership was about. And once I went to, like, the first meeting, I saw that everybody either had some type of outdoors experiences or were more outgoing than I was. And I just felt, like, I had to step up - maybe not be a leader or - to other people - but, like, lead myself...	Consciousness of Self
S4_Transcripts.docx	I learned that I'm my worst critic. And I just had to have confidence and believe in myself	Consciousness of Self

S4_Transcripts.docx	I guess, my risk for me or a risk I've always kept in mind is failing at anything, or something. I knew that at some point we would have to go, like, hiking. And I had never done that before. So, a risk for me was not being able to, like, climb that mountain and embarrassing myself or letting people down, because YLP is all about doing everything as a group. So, if somebody can't continue then we all understand, and we stay with them. So, I didn't want to be that person that didn't make it to the top and, because of that, everybody else didn't get to experience that view. So my risk was, you know, just embarrassing myself and failing at something.	Yosemite Leadership Program, Chance/Risk, Commitment, Collaboration
S4_Transcripts.docx	My life would definitely be different. I feel like I probably wouldn't be involved in anything on campus. I would still be the same shy and not so confident person that I was when I first came here. I feel like doing the Yosemite Leadership Program internship was - what it helped me break out of my shell even more than those meetings. Because I was - when I did my internship, I did interpretation.	Communication, Congruence, Yosemite Leadership Program
S4_Transcripts.docx	So I had to speak to more people than I had ever thought about ever speaking to in a day. I also - I had to make my own program and give campfire talks every so often. And then, I say I got lucky that the Mariposa Grove was closed, because I didn't have to do the walks while talking to people. Yeah, I feel like if I hadn't just taken the step, whether it was forced or not to turn this application in, I wouldn't be who I am today. I also didn't know what I wanted to do once I graduated. And after visiting, you know, Yosemite for like the first time with the Yosemite Leadership Program, I felt compelled to help that place out. Like, I felt connected to it.	Yosemite Leadership Program, Protecting Resources - Conservation, Consciousness of Self

S4_Transcripts.docx	And I definitely see myself starting some type of career either with, you know, the National Parks Service in Yosemite or just something close to Yosemite. Or other parks.	Future Leaders, Protecting Resources - Conservation, Citizenship, Environmental Justice
S4_Transcripts.docx	I just - I appreciate the program a lot. And I see its value and how having prog - programs like this in other parks in - or in other places would benefit other people, because if it benefited me so much...	Yosemite Leadership Program, Consciousness of Self
S4_Transcripts.docx	..and opened up my mind to so many things, I can only imagine what it will do to other people who are just as shy or even worse than me.	Congruence, Yosemite Leadership Program
S4_Transcripts.docx	I feel like they definitely need - excuse me - like, communication skills. Youth today - I mean, I'm not saying I'm a super adult, but I see my siblings and people younger than me and they're definitely connected but they're connected through technology. So, I feel like they don't have a lot of face to face conversations or know how to act in front of other people or present themselves. Like, my siblings, they - they know everything about technology. They know what they want and they know how to research stuff that they want, but when it comes to talking to people, they're - they don't know how to have conversation. And I feel like that's something that is definitely going to affect - affect them if it doesn't change once they are adults.	Communication
S4_Transcripts.docx	Confidence.	Consciousness of Self
S4_Transcripts.docx	Definitely emailing and contact - contacting people. Like, whether we like it or not, technology is here to stay. And In order to communicate with people, you know, from wherever, you're going to need emails. You're going to need...	Communication, Congruence

S4_Transcripts.docx	They definitely be - need to be outgoing and proactive because, if you - if you're reserved, you're not really going to be able to go out there and do the outreach needed to get people interested in social change. Again, confidence, I guess, is part of it.	Commitment
S4_Transcripts.docx	I feel like they need to know their - what type of leaders they are, what their skills are, and how they work with people, because not everybody is going to be the same. You will have people who are all about relationship building..	Collaboration
S4_Transcripts.docx	...while others are all about, you know, vocal - like vocalizing their thoughts, and others are more like strategy. So, definitely knowing that, you know, you lead through your relationship building skills and maybe not stepping up to, like, the front of the group and stating your feelings is important. And if you're a very vocal person you need to understand that not everybody's like that.	Consciousness of Self, Collaboration
S4_Transcripts.docx	I've actually taken, like, a leadership values test. And four out of my five top - or top five values are all relationship building. So I know harmony and positivity is one of them. So I definitely lead, I guess, by example and from behind.	Group Core Value, Collaboration, Common Purpose
S4_Transcripts.docx	So, collaborating with other groups that may or may not have the same values as you, or even different values, as a group you need to collaborate with these people. To maybe communicate to them and educate them what your values are...	Collaboration, Common Purpose, Controversy with Civility

S4_Transcripts.docx	and you need to be open minded and collaborate with them and maybe they're not so open to changing right away. You need to be open and educate them and just collaborate, with anything or anyone, because you're not going to get anything done through force. You definitely..	Collaboration
S4_Transcripts.docx	If you force somebody to change, it's not going to be a real change. It's not - it's - it's more effective to collaborate and help somebody slowly change because they want to change.	Collaboration
S4_Transcripts.docx	guess experiencing the same retreat allowed them to collaborate when it came to, like, identifying the problems that needed to change in their - you know, their high school. And I - I guess by them collaborating and accepting - or identifying the problems, they could - or it, like, strengthened them because they felt, like: oh, there's other people that feel like me and see the same problems, like, I'm not alone in this.	Role Models, Future Leaders, Citizenship, Change
S4_Transcripts.docx	And then by them feeling, like, they have each other's backs, they could then go to school and create the change.	Common Purpose, Change
S4_Transcripts.docx	either by, you know, talking to people and seeing that there's other people that feel the same way and then eventually, you know, maybe taking it to, like, the school board and getting that changed.	Collaboration, Resources
S4_Transcripts.docx	Character wise, I feel like it would definitely make them more confident because, again, they have people who feel the same as they do. And if the change actually gets - or, if change actually happens, then they would see that they have a positive, you know, position or they have done something positive for their community.	Congruence, Change, Society/Community Core Value
S4_Transcripts.docx	And that's only beneficial to them. Seeing that, you know, they're valuable..... to this place.	Consciousness of Self, Observe

S4_Transcripts.docx	I feel like [00:34:19] the greatest leadership opportunity that we were offered through this program is during the summer internship because once we finished - well, first of all, you know, we had to feel what it's like to work in, you know, the park service and what it's like to, you know, talk to visitors and just deal with people that aren't you. [20.0] And then, at the end of the program, we have the opportunity to network because we have a symposium. So we do - the whole summer we work on videos about our experience, who we are, and we present them to people from the parks. So, like, the superintendent will be there. Other important people from the park or the conservancy, you know, get to know you through this video that you yourself created so, you know - it can create networking. And once we finish the leadership program, we get direct hiring authority. So, you know, once you graduate from UC Merced, you have two years to activate this direct hire.	Yosemite Leadership Program, Future Leaders, Resources
S4_Transcripts.docx	And if you really want, you know, like, doing Park Service or working with the Department of the Interior is something that you really want to do, they make it possible. I mean, you still have to work for it, obviously, but having this direct hire, like, puts you out there.	Yosemite Leadership Program, Future Leaders
S4_Transcripts.docx	I feel like they definitely teach us how to be professional. Like, there's a lot of leadership workshops that we go through. And, yeah, I feel like they definitely - maybe not directly but indirectly, teach us how to communicate better. Should they do it more directly? I mean, again, it might benefit some people to... ..have that, because some people may be super outgoing but they're not always the most professional speakers or they don't carry themselves very professionally.	Communication, Congruence



S4_Transcripts.docx	I feel like they're - are all very open to, you know, different cultures and beliefs of everybody that participates in this program, and they definitely don't try to shun people who, you know, think differently from them. If anything, they, like - you know, Jesse Chakrin - he'll, you know, talk to you. He'll listen. And he'll give you his point of view, his opinion, if you ask him for advice. But he never pushes you to think a certain way.	Culturally Inclusive, Consciousness of Self
S4_Transcripts.docx	Everybody is very open. And I feel like when we do stuff as, like, a group - like doing the retreats, they're very understanding of everybody's abilities. And if you don't feel comfortable doing something, they definitely show you the pros of doing it but understand that if you are against it you don't have to do it. And I think that because the program is like this - you know, like the two coordinators of the program, everybody that comes out of YLP as a - you know, a leader, kind of gets ingrained that into - ingrained it - to their mind that, you know, you can sh - give people the opportunities, you can show them how to do stuff, you should be accepting, but in the end, you know, you should be okay with any different thoughts that they have.	Yosemite Leadership Program, Common Purpose, Consciousness of Self, Chance/Risk

S4_Transcripts.docx	They are extremely important to us. You know, obviously, if there wasn't that partnership between UC Merced and Yosemite, I don't know if there would be much of a Yosemite Leadership Program because you wouldn't be able to do the retreats or, you know, the internship program. And, you know, we wouldn't be of - be able to offer those direct hiring opportunities. Also, like, we probably wouldn't have much funding, since a lot of our funding comes from, like, the Yosemite Conservancy and donors.	Collaboration, Yosemite Leadership Program
S4_Transcripts.docx	So when it comes to the capstone projects, you know, there's like 16 or so different projects. So that's like 16 or so different partnerships. When I did my capstone project, I was partnered up with the Adventure Risk Program and the Dos Palos high school. So that was a very important partnership, not just because I got a project but because I got the ability, you know, [00:41:43] to expose high school students from my own community that maybe hadn't been exposed to Yosemite before and Just maybe open up their minds to what's out there.	Society/Community Core Value, Collaboration , Resources, Group Core Value

<p>S4_Transcripts.docx</p>	<p>Yeah, that's definitely important to me because I know that, you know, it's a small community. You either go to college or work in agriculture in the fields or you go to the army. And, so, me being able to partner up with, you know, students from my high school that, you know, pretty much experience life the same way I do and opening up their minds to knowing that there's other types of jobs out there, or knowing that - or letting them know that even though you're from, like, you know, this small farming town in the middle of nowhere, you can go to school, you can become something. So, to me I think it was just important because I was able to bring this change...</p> <p>...just because I experienced high school and I knew the - there was like a complete disconnect. There was two types of people, or three actually. You either went to school and you got good grades and were aspiring to go to college, or you went to school because you had to and knew that once you've graduated you were either going to join, you know, the army or something, or work in the fields. So I think, not only was it important just because, you know, the programs that, you know, need each other to continue, but important to me personally because I was able to bring some type of change.</p>	<p>Change , Citizenship, Role Models , Congruence</p>
<p>S4_Transcripts.docx</p>	<p>I feel like the main challenge that I've experienced is that we have a lot of interest but we don't have - I don't know if it's funding or what it is, but we only accept 24 to 25 students. And I feel like that's a challenge because if YLP was, like, such an important part of my life and it changed me so much, I can only imagine how much it could change other people's lives. But only, you know, 25 people get that experience. So, yeah, I think that just - the biggest challenge of it, not being able to accept more people into the program.</p>	<p>Yosemite Leadership Program, Challenges</p>

S4_Transcripts.docx	I really think we're all very passionate about all of these. I don't know which is... All of them (laughter). I mean, me, specifically. I probably shouldn't speak for other people, but I'm very passionate about all of these subjects. I try not to, you know, take them in such a negative way or to publicly, you know, cause chaos or controversy or anything. But I feel like I try to do what I can...	Protecting Resources - Conservation
S4_Transcripts.docx	..to try and affect these all in a positive way. So I'm trying to create whatever change I can or - you know, whether it's like calling your Senator to have them, you know, vote for the most beneficial way. And I feel like I'm not the only one. I feel like we're all very [00:46:16] proactive [0.5] when it comes to issues of - we're passionate about.	Future Leaders, Protecting Resources - Conservation, Change
S4_Transcripts.docx	Again, I'm going to mention, you know, having good communication skills.	Communication, Congruence
S4_Transcripts.docx	Being proactive - I guess just having the ability to go out there and create the change they want.	Chance/Risk
S4_Transcripts.docx	And also, like, to have a positive outlook on life that's - if we think negatively, you know, more often than not we probably won't get anything done.	Persistence
S4_Transcripts.docx	I guess first we have to see if there's interest, because if a person doesn't want to become a leader or if nobody wants to join this program it's just not going to be very successful. And definitely looking for the qualities that this person has and teaching them how they can use these abilities to become leaders and influence people in a positive way, or to use your own leadership skills or abilities to influence people to want to be part of something like this.	Yosemite Leadership Program

S4_Transcripts.docx	Yeah, we definitely do this, like, during summer during orientation. So, we'll table during orientations and anybody that comes up to us, we'll tell them about the program, the, you know, activities we do, the fun stuff, and also how the program has changed us or affected us and, you know - or how they could benefit from the program. And, you know, that definitely creates interest in that. And, obviously, like I said, interest will create leaders or people who want to change.	Role Models, Communication, Congruence
S4_Transcripts.docx	I feel like we are living in such a negative time in society that - the reason - or one of the reasons YLP's still thriving - or thrives in this context is because it allows people to be themselves and to have a positive outlook in life and choose to be accepting of others. Like, [00:50:31] it's okay to have your own opinion and, you know, maybe not like other stuff. But the - I feel like YLP creates people who are open minded and who can have a goal in mind and work their way to achieve that goal. So you definitely give us the confidence that we need [23.3] and even the support and tools that we need to create this change. And I feel like that's what helps the YLP Program thrive, because it's definitely something different than anything else. Excuse me. Like, people see the bond that we have as a group and they want that. Yeah, I just - like I said, we live in such a negative time that - just, the people that come out of YLP all care about the environment...	Yosemite Leadership Program, Protecting Resources - Conservation, Future Leaders, Change, Citizenship
S4_Transcripts.docx	and, you know, social issues, social justice. And by giving us the confidence we need, we go out there and try to make change.	Change

S4_Transcripts.docx	I feel like they - well, the advice I would give them would be just to be confident and know that - or discover their potential. And to know that they have more potential than they think. Like, from the very beginning, you are your worst critic. So, just having that confidence and believe in yourself.	Consciousness of Self
S4_Transcripts.docx	Maybe by sharing my story with them. I feel like YLP has changed me a lot as a person. Like I said, I was a lot - I was very shy. I wasn't very outspoken. And I probably wouldn't be able to be having this interview with you, you know, four years ago without YLP. And I feel like there's a lot of people out there like me who are very self-conscious and scared of failure. So, by showing them that if I can do this.....they can do it.	Change, Citizenship, Role Models, Consciousness of Self
S4_Transcripts.docx	Yeah. Everybody has their own stories.	Society/Community Core Value
PM4_Transcripts.docx	my experience with the Yosemite Leadership Program is really kind of as a tangential supporter. I am, in the spirit of transparency, I am married to the vice chancellor of student affairs,	Yosemite Leadership Program
PM4_Transcripts.docx	I grew up going to Yosemite as a child and when he came to UC Merced, this opportunity to put together the things that we love, like the outdoors and leadership, it was just too good to be true. There were incredible just blank slates when he got to UC Merced.	Consciousness of Self
PM4_Transcripts.docx	I started at UC Merced in 2010 as the assessment coordinator and so my work has really not been directly involved.	Yosemite Leadership Program

PM4_Transcripts.docx	I think it's a great program only because my husband goes up to Yosemite at the end of the summer and he hears their presentations and he comes back and he can't talk about them without crying, right? Just so incredibly moving and transformational and it is so important on a campus like ours, with our student body. This program is ... It's a gift and so it's a really ... I think it's a natural place for leadership to happen. We do leadership experientially and what better place than to use our natural resources like Yosemite? I mean, what is the chance that we have this amazing park in our backyard?	Yosemite Leadership Program, Future Leaders, Protecting Resources - Conservation, Change
PM4_Transcripts.docx	Every once in a while, Jacob will pull me in and I will teach a class but I'm not really involved. I am the ... I mean they have the end of the year celebration in my backyard. The program began celebrating in Jacob's backyard and they've moved to our backyard. Last spring we had 75 students and family members and partners and things in our backyard, celebrating this program and it's just ... It's really transformational.	Yosemite Leadership Program, Future Leaders
PM4_Transcripts.docx	I'm not really officially involved and probably can't describe the components, like someone else might be able to, but I am sort of one click behind it and just kind of like the number one fan of Jesse and Jacob and this program.	Yosemite Leadership Program

PM4_Transcripts.docx	<p>I think it's one of the things he is most proud of in coming to UC Merced but it's funny because the next question is about the social change model and so the reason that I think I'm so connected to this is that I was a graduate student at UCLA and I was on the ensemble on the social change model as a grad student and so when I went to UCLA, I was actually working at a women's college in Virginia and my dean was ... She had gone to UCLA for her grad work and she was in Virginia and I told her that I wanted to go back to grad school and we were reading of course, Women of Influence, Women of Vision, which is the book that Lena Astin wrote with Carole Leland, which is the complete purpose behind the social change model.</p>	Yosemite Leadership Program, Change
PM4_Transcripts.docx	<p>She said she was a psychologist but she was really kind of a social psychologist and she and her colleague, Carole, interviewed generations of feminists, of women who made change throughout kind of the waves of feminism and they found some common themes, which you will hear resonating in the social change model because they had completed these interviews, they wrote their book, and then they realized that they needed to bring this to college campuses and so they put together an Eisenhower Grant, which was a federally funded grant to explore leadership development on a college campus and out of that funding and those years of meetings and colleagues getting together, came the social change model and so I started after the second meeting.</p>	Society/Community Core Value



PM4_Transcripts.docx	<p>And so we became the ensemble and you can't have a nonhierarchical model and then play hierarchy, which everyone knows higher education is very hierarchical and so here I am, a grad student, at the tail end of this food chain with Sandy Astin the endowed chair and so they really tried, when we were in the ensemble, they tried to have everyone on equal footing and I think that we did a pretty good job but when we got back to Los Angeles, when we got back to campus, I was the one who typed up all the notes and the other two grad students and I, we were the ones who were doing the annotated bibliography, we were doing all the reading, we were doing all the work, but there was these moments of magic where we all got together and we talked very honestly about what we believed about leadership.</p>	Society/Community Core Value, Individual Core Value, Group Core Value
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PM4_Transcripts.docx	<p>We knew we had that in common and when he came to UC Merced, I think it felt really self-serving for him to say, let's use the social change model. My wife helped write it and so he didn't. He talked in very generic terms about leadership and very value based. Very similar, but not exactly social change model and then when Steve Lerer, the new ... They started hiring. UC Merced is just the story of growth. Started filling out staff and he hired Steve Lerer, who was Jacob's first supervisor. He said, why aren't you using social change model? And Charles was like, well if you want to and so that really ... They were using social change model with the leadership, with the Yosemite Leadership Program all along but it was a very small cohort and it was like a secret, special program just for this group of students and just for YLP and just social change model and then Steve kind of blew that up and said, we should all be doing it and it became much more of a campus wide model that we use now. So now, the Yosemite Leadership is at the center of this and has always been organized around it but not really as explicit on campus as I think it is now.</p>	Yosemite Leadership Program
PM4_Transcripts.docx	Susan has always been a mentor	Resources

<p>PM4_Transcripts.docx</p>	<p>She was friends with everyone she bumped into and so she pulled this really diverse and talented group of people into a very very tight, supportive environment. There were no egos. We couldn't believe it. The grad students, we'd go back to our room, we'd be like, can you believe this? This doesn't happen anywhere. There is something special here and I think a lot of that was Lena. She really was that. She believed so deeply in what those women, from Women of Influence, told her about their journeys and she just wanted to value that and to give it some structure so that the transformation that these women in the feminist movement were able to pull off, I mean some of the women were the very first lawyers and legislation around title IX things. I mean these were the women who really started feminist changes in workplaces, in the law, in higher education.</p>	<p>Change</p>
<p>PM4_Transcripts.docx</p>	<p>This past fall, I taught a leadership studies class and I ... leadership theory class and so I've taught all of the different, how has the definition of leadership evolved but I really think that leadership is ... It is a group process. Is it about a group of people who come together and it's going to be widespread influence and it needs to be a group of diverse people who don't necessarily look and think the same but they have to have some shared knowledge ... Well, common purpose. They have to come together with some overlap of the Venn diagram or they don't have a fighting chance but they come together and they bring their gifts and talents, their diverse experiences and perspectives and they create positive change and they do something, they fix something, they act.</p>	<p>Common Purpose, Group Core Value</p>

PM4_Transcripts.docx	I think leadership is an active concept and they make things better than they were for as many people as they possibly can.	Change
PM4_Transcripts.docx	Charles and I used to have a friend, we didn't even know we knew this guy but we both bumped into Tim McMahon, who wrote with Susan Komives and he used to say, how big is your we? When you get up and you say, we, how many people does that include? Is that you and your roommate? Is that you and your sorority sisters? Is that you and your college friends? Is it you and the people in your community and he would go on and on and on until it's basically the planet. If you can speak for the planet, then you're probably thinking big enough, right? And that, I think, is what social change really wanted to do. It wasn't just, well I'm going to fix it for my family or I'm going to fix it for my community.	Change, Society/Community Core Value

PM4_Transcripts.docx	<p>You kind of have to fix it for the next generation of people or you really didn't think big enough and so there were these really, I don't know, very overarching sentiments that this doesn't happen because people are selfish and how do you do that in higher education institutions that are competitive, where we're told, keep your eyes on your own page? How do we do this in a country where we are committed to capitalism, which is what makes our wheels turn here and how do you talk about the good of the whole when it's actually dog eat dog and we all kind of know that at the end of the day and we would grapple with this because we would talk about these things and then finally, someone would say, you know what? That's not going to happen when we go back to campus and it wasn't like people were throwing cold water on it but we really had to continue to give ourselves a dose of realism because they didn't use this language all the time but I think we knew how privileged that group was. They knew how privileged they were.</p>	<p>Change, Common Purpose, Society/Community Core Value, Group Core Value</p>
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PM4_Transcripts.docx	<p>We constantly had to check ourselves and we probably could have done that more. I think that this was happening a long time ago and we got a couple doses of reality. I think the first dose was we were in California and we really really wanted the C of the society ... community society C to be about citizenship and we just got eaten alive at UCLA around ... Many students in the program were studying race and ethnicity and they had come from undergraduate degrees in Chicano and Chicano studies and they were like, you can't. It's Prop 209 in California. It's the 90s, you can't use the word citizenship and I think about, that hasn't really changed in our country in 25 years. That really means different things and can be used to include or exclude people and Sandy was super adamant. He just didn't want a word that was so important to him to be taken away from him. It's kind of like having people use queer studies. They're like, we're going to take that word that you're trying to use against me, I'm going to use it to describe myself and so he really would not let go of citizenship and part of his history, he went to Gettysburg College and I think he really had deep deep commitments to democracy and a citizenship that was responsible for the democracy of our nation and so I think he refused to let that word be taken away from people who wanted to use it to describe the widest interpretation of people who are committed to a community and that, we went back and forth about citizenship. So that was kind of was an interesting time in the 90s and it still is. We're talking about that word on our campus today. Who isn't?</p>	Citizenship, Society/Community Core Value
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PM4_Transcripts.docx	Well I think that the Yosemite Leadership Program could be a cool program anywhere. If this were at Stanford and they were busing students up to Yosemite, that would be such a cool thing. However, at UC Merced, it's like transformational.	Yosemite Leadership Program
PM4_Transcripts.docx	These are young people who, many of them have never spent a night outdoors in their life, right? They have never. They grew up pretty close to some pretty amazing natural experiences, including national parks and state parks and they really didn't explore them as children and so getting this group of students to commit to their own personal self-development in a wilderness environment, it's some of the hardest things they've ever done, right? I mean they talk about and they come to our house in the spring and they talk about the kinds of things, like they can't believe that they were afraid of a spider and then they worked at Yosemite all summer and saw bears or whatever-	Congruence, Commitment

PM4_Transcripts.docx	<p>They are absolutely transformed by the natural environment that they really didn't even know existed, even though they grow up in Southern or Northern California, right adjacent to amazing natural phenomenon, that they're just completely not aware of and so I think that is the transformational part, is that we could do any ... We could do a really good leadership program on our campus in Merced but because it's connected to Yosemite, it becomes bigger than our campus and I think the students get a real sense of the magnitude of what is possible. Care for the earth. That's a heavy burden for this generation and they need to really understand it and so I think that the why is about this particular group of students who they totally get ... These are first generation; low income students and they totally get connected to community. They get giving back, they do it really actually in ways that hurt themselves. They give back to their families and their communities. They are not a selfish group. They are keenly aware of how they got here, to college, and how many people helped get them here, right? They are feeling the weight of their community on their shoulders and so they understand all of that and I think them having a program like Yosemite Leadership that introduces the social change model to them, is almost ... It gives them some structure to make good on these obligations that could weigh you down. I mean they could crush you and-</p>	<p>Protecting Resources - Conservation, Future Leaders, Change, Society/Community Core Value, Yosemite Leadership Program</p>
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PM4_Transcripts.docx	<p>They don't because I think the leadership model gives them some structure to say, well, you need to do your own work. You need to figure out who you are and what you believe in and if you're going to say what you mean and mean what you say, you have to practice that because kids learn to say what they think they're supposed to and what their parents want them to say and you kind of have to figure out who you are and what you're going to be about and that's that self, that's the consciousness of self and Lena used to say all the time, her favorite thing to say was, we are not ... This is not rocket science. We are not saying anything new. Socrates said, know thyself and from that point on, nobody else can pretend that we are the ones that invented this, this idea of self awareness, and so I think that is the purpose of the Yosemite Leadership Program, is to give these students a framework to do the things that they really, I think in their heart or hearts, want to do and feel they need to do but they have no earthly idea how to do it and it gets them to practice.</p>	Future Leaders, Yosemite Leadership Program, Change, Consciousness of Self
PM4_Transcripts.docx	<p>One thing that seems overwhelming when they pick it but then, guess what? They do it. They figure these things out by the end of this experience because they get structures and support and they do it and then I think that creates some belief in them.</p>	Challenges, Yosemite Leadership Program, Persistence, Resources
PM4_Transcripts.docx	<p>I call it self-efficacy, right? This is the word I'm trying to introduce, which nobody is ... we're jumping on, my colleagues at UC Merced are jumping on, agency, and I want to do self-efficacy but I'm just the assessment coordinator, nobody wants to use my language. So we're using agency and I think that's what it produces. It produces the belief in these students that they could do something bigger next time they see something that needs to change.</p>	Change, Future Leaders

PM4_Transcripts.docx	<p>They have a model on how to begin and they have to find people, they have to use the group C. Nothing can be done in isolated as well as it could be done with a group of committed people and Lena, again, that came from those women of influence. They would say things like, we had power together and Lena would repeat that over and over again when we would talk about the group. It was always about figuring out what you brought to a group of people and how you enhanced that group of people for the group ability to be better, to do more, and get it done, and be successful and if you couldn't figure out how to work in a group, then quit now. That was the price of admission, was the group and it really, actually I think that the social change model started with the group.</p>	Group Core Value
PM4_Transcripts.docx	<p>They did a symposium at Cal State Long Beach and Susan Komives doesn't remember it this way but I vividly remember that we were talking about the model, the model, the model, the model and finally someone said, almost embarrassing, what does the model look like? and so Sandy jumps up and he grabs the market and he basically draws IEO, which is input, experience, output, which is his model for conducting statistical analysis on college experience, right?</p>	Group Core Value

PM4_Transcripts.docx	<p>and then it just became the social change model but it was always about finding yourself in a group of people and having that group of people say, we need to fix this and then you had to do your own self work to say, I have to know myself well enough to know what I bring to this group because this project is important enough to me that I will be the best person I can be. I will work on my communication skills, I will work on my collaboration skills, I will listen to you better because I need to do that for the good of the whole, right, and so you could see these ... That's when the arrows had the ... there was a direction on each end of the arrow because as you work in a group, you learn more about yourself and the more you know about yourself, the better you are in group work and the more likely you are to have a bigger impact down on your community, society circle. So we really ... I think that's why ... That's the why in YLP, is that it provides a group of students, who want to create social change, it provide them practice, real time practice, and then a model that is flexible enough for them to take into their next, whatever that is, civic engagement or their jobs or their continued education.</p>	<p>Yosemite Leadership Program, Society/Community Core Value, Individual Core Value, Group Core Value</p>
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PM4_Transcripts.docx	<p>Exactly and we used to say that someone can enter into this structure, into this model at any point. You can be a part of a large movement and say, oh my god, I'm really changing as a person. If you are reflective and you pull yourself back into the self C and you see, well why are you part of this big huge group? Well I have a personal commitment to this. I'm connected to this. So we saw those as this very iterative process but a lot of people, especially, I think, college students, start with themselves. It's all about me. It's all about where it begins and when you're in college, you're trying to lean things, you're trying to add to your resume. You sign up for a group because it's good for you but if you sign up for a group that actually taps into your personal commitment, then you can start down a very different path and it's not about you anymore. It's about us, it's about everyone.</p>	Society/Community Core Value, Individual Core Value, Group Core Value, Change
PM4_Transcripts.docx	<p>When I talk with college students about it, they seem to resonate most with the self C and really calling a young person on being congruent, that's really important. That's part of student development theory, right? That's moving out of dualism into like, wow, this is really complicated and I have to think in advance about what I believe in before I'm called to do something. What if I, what if I'm not, what if I'm afraid or unclear about what's happening?</p>	Consciousness of Self, Individual Core Value

PM4_Transcripts.docx	<p>o I think that college students often start and linger in the self C but I think that, as Lena talked about this, this began with collaboration. Collaboration was the beginning and the end of this. This was about finding people who's work became your work and because we had shared work, we could move forward farther than any one of us could have gotten alone and those women of influence, they knew it. They did those things in partnerships, they did those things in small groups, because one woman standing up saying, this isn't right, got us nowhere for a couple generations. So I think that people who enter the ... who use the social change model at different points in their lives, probably resonate differently with different C's.</p>	Group Core Value, Individual Core Value, Society/Community Core Value
PM4_Transcripts.docx	<p>Well, it's so interesting because we would say all the time, in the discussions of the ensemble, that this wasn't positional, right? That anyone at any point in her or his life could say, this is a leadership endeavor for me and I don't have the title and I don't have the right, the legitimate power.</p>	Leadership

PM4_Transcripts.docx	<p>Even though everybody on the ensemble, except maybe the grad students, had incredible, legitimate power. So it's super easy for people with legitimate power to say, anyone can be a leader. It's not positional but it was so empowering to say that to students because there's only one student government president on every college campus. There's only one president of every club and organization and it was a very empowering model and so as you're talking, I'm thinking about times when I stepped up as a leader. I, as part of this culture, I think about all the times when I had positional power. I remember very very distinctively selecting my job, my choice to quit my great consulting job and become a vice president for student affairs and that was at a women's college, which that was my third women's college. My dissertation is about women's colleges. This is exactly what I had prepared my whole career for, was to be VPSA of a women's college and so I think walking into that job, I thought ... you're no hypocrite this is it, this is the moment. This is my moment but that is so not social change model because it's really not about the positional leadership. It's about the environment and group of people. Now, in that very positional role where I had ... I was on the cabinet. I was reporting to a president. This was it. I was going to make a difference at this small private women's college where these women were ... These were blue collar families, scraping together whatever money they had to, to support pretty good financial aide to get their daughters a baccalaureate from a private school and so it was a really ... I remember I walked uphill. I lived on campus on this house at the bottom of the hill and I walked up the hill every single day and so I walked downhill at the end of the day, which sometimes wasn't until nine or ten o'clock at night and I'd be walking down the hill and I'd</p>	Change
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	<p>think like, did I do good today? Did I do a good thing for someone today? Did I fix something? Did I help someone? Did I earn it today? Right? And I would always ... There were days where I walked down the hill and I'd think, oh thank god I showed up to work today because if I hadn't, that wouldn't have ... and there were very few days where I felt like, well that was kind of a wasted day. Anybody could have done what happened today or, if I had called in sick today, it would have been the same day. I mean it was just a really meaningful, meaningful environment. We were cutting budgets. We were trying very hard not to go coed we were trying very hard to keep a student population together on a campus and keep them successful and I think that I did a lot of good things. I created a lot of change on that campus. I changed the culture of how we treated students on that campus but I did it because I had a great team of people and it took me a year to assemble them and you have to find those people who, they had the skills I didn't have but they believed what I believed about women in college and so part of that was putting together the group, right? My group C's. I got those people who were willing to put aside their own egos and help me fix this place. I did a lot of, is this about me or is this about us as a group? It was a really reflective time because I'd spent so much time wanting to be a VPSA. I was like, oh I have to make sure I do this right. So I was probably my worst critic, beating myself up, thinking, I could have done that differently. I should have been better but it's so funny because whenever we would do presentations on the social change model, Lena would always ask, what C is missing?</p>	
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PM4_Transcripts.docx	<p>So we would ask all the time, what are we missing from the model and what came up over and over and over again was courage, right? It was courage because if you're going to do something in a circle and not in a triangle or a hierarchy, you better have courage and if you're going to be reflective and figure out what you can't do and ask someone for help, or hire someone who is different from you and figure out how to work with them, that takes courage. Every single step of this model requires courage and I think that ... what I think I saw myself being as courageous as I've been in my career, in that role, and that's why I think it is my social change moment, even though it is a positional example, which I just sort of dread giving you because Lena would be so mad at me for coming up with something positional.</p>	Society/Community Core Value
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PM4_Transcripts.docx	<p>what we used to do, anytime I would design an experiential, either day or activity or retreat around the social change model, it was all about skill development and so we would go through each of the C's and kind of say, okay, so consciousness of self, what does this mean? Well this is the skill of reflection and how do you teach that? You practice it and so I think you can go through each of those C's and say, one of the great gifts to undergraduate students is to teach them to be reflective and to help them understand that if they don't come into some self awareness and know how to do that the rest of their lives, they will cease to learn and we talk a lot about UC Merced about being learners, about being creators, and not victims or someone that blames other, right? And so I think that that skill set around the personal development, around the self C, is really important and that means congruence too. If you're going to stand up and say, this is important, you better do the things that someone who says that's important would do. You better walk your talk and that's really hard to do on a college campus where people see you 24/7. You can get up and make a big speech in the ASUCM Senate and then you go out that night and you do the exact opposite, everybody's there and they know it and so I think working on those self C's, the skills related to that, around really having a sense of self awareness and having a sense of agency, right? And the ability to be reflective, which I think that the skill of reflection builds self awareness and builds consciousness of self.</p>	<p>Yosemite Leadership Program, Individual Core Value, Congruence, Consciousness of Self, Commitment</p>
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PM4_Transcripts.docx	<p>I think in the group one, the most important one there and the other tidbit here, which I think is probably public knowledge, is that change was one of the seven C's and conflict or controversy with civility was not one of the C's when we took this model to retreats in Washington DC at Airlie House and we ran it by some students. We probably had 25 students there, undergraduate students from different institutions in and around the Washington area and we did a fishbowl and they talked about it and they basically said, this is all well and good but just so you know. There will be such conflict that this will implode and so they wanted to ... They gave us conflict as a C word and you know, Sandy, ever the idealist, said, no way. No way, no way. That's too negative but I'll give it to you. I get it and I know that that's going to happen but it will be civil or it will not be social change and so out of the students pointing out that conflict was missing, came the C of controversy with civility.</p>	Controversy with Civility, Group Core Value
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PM4_Transcripts.docx	<p>And then change had to move outside because then there were eight C's and of course Sandy couldn't cope with that and so we moved change to the hub, into the middle but I think that that's a skill that I think that, in the 90s, it was clear that it was necessary but I think today, it's a skill that is paramount to practice on a college campus and we have lots of examples of how to have civil discourse and even civil disobedience and controversies that can remain civil and I don't think we're modeling that well nationally but I think college students could continue to learn that and I think that's the obligation of higher education is greater than ever, to model that, to promote that, to not let that go away, to not let people become disrespectful and disdainful of difference and so the social change model, I think is more salient than ever and those skills, I know we're talking about them on our campus. You better be talking about them on your ... Everybody better be talking about controversy with civility.</p>	Society/Community Core Value, Group Core Value, Controversy with Civility
PM4_Transcripts.docx	<p>So here's an example of what we don't want to see on our campus and I think social change model gives us the ... It's the onus for starting those conversations or it's the framework for taking what we're seeing and pulling it into a different space and saying, well, I don't know if it has to be this way and I'm not sure that's what is good. If we are about a larger community or society building, then we need to think differently about controversy.</p>	Controversy with Civility
PM4_Transcripts.docx	<p>So I think some of those skills, I mean, you pick every C and you unpack it.</p>	Change
PM4_Transcripts.docx	<p>What do you need to be collaborative? Well you need to know what you do well and you need to know what you don't do well and you need to be willing to listen to the person who does well what you don't and that's the first step of collaboration.</p>	Collaboration

PM4_Transcripts.docx	<p>ell it's fun because I get to talk to them all the time at sort of the midpoint and the end of their journey because they come over to our house for their end of the year ceremony and the first years come and they watch the second years and Jesse and Jacob do a graduation ceremony and they have these pine cones ... They have lots of metaphors.</p>	Yosemite Leadership Program
PM4_Transcripts.docx	<p>The other thing I think is really important is leadership is difficult to understand and so the more you can use things like metaphors to understand it and the natural world is filled with these just beautiful metaphors. So I think that's one of the reasons why I think the leadership program in Yosemite makes so much sense is that the examples are all around us.</p>	Protecting Resources - Conservation, Yosemite Leadership Program, Leadership
PM4_Transcripts.docx	<p>I think my advice to them, if I could pull each one aside before they walk out the door would be, don't lose that optimism, the idealism, because that I think ... Sandy Astin really embodied that. Lena was all about the drive and the pulling people together and getting people organized and move forward. She was about the action and Sandy was the overarching, like the be all end of all of this. This wasn't about making us richer or smarter or better, this was about changing the world and I think that ... If you are very privileged, if you are Sandy Astin, you can sit in your office at UCLA or your beach house at Malibu and talk about these ideal things. It's really different when you're 22 and you're a person of color and you're finishing your bachelor's degree and you're trying to make sure you get a job to pay off your loans and support and I think that's ... It's wonderful to learn it when you're in college but my advice would be, figure out a way to believe it and incorporate it into a very hierarchical world, a very individualistic culture and society that we live</p>	Persistence, Congruence, Future Leaders

	<p>in. It's hard to incorporate it. You can't live in la la land where social change model rules the day and really get anything done or pay your rent and so how does a 22-year-old use this very idealistic model and meet a life partner, raise a family, buy diapers, you know? It's really hard to make sense of this when you're just trying to get things going in our culture. So I think it's the ideal and then you can see it on their faces when they're here and then they go and get jobs and their work environments tell them what collaboration means or doesn't and then they get ... things get reinterpreted based on their new expectations. I was just talking to colleague, she and I were working, we're teaching a leadership and ... I mean an assessment together and he just got a job out of student affairs and in institution research and he can't do this anymore because they won't let him have the time to do this class because they get to decide what he does every hour of his 40 hours a week and they don't value this. I'm like, wow, okay. So that's important to know that your work environment gets to tell you what's important and I think that's hard when your 22 and you've been pumped up by a Jesse and a Jacob and Charles and everybody believes in you and then you go work for, I don't know, Barnes &amp; Noble. It doesn't have to be a bad organization. It's just an organization and they have certain needs and expectations and making sense of that is really tough.</p>	
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S1_Transcripts.docx	Well, to me the Yosemite Leadership Program is this group that promotes the development of leadership skills. So, for me, when I first joined the program, I learned that there was a lot of different types of leaders, and I didn't know that going into the program. And, I also feel it's a way to connect with students in the UC. It gives you, 25 friends right off the bat once you get into the school, and for some people, this campus is new as well as the area, so it creates this home feel. And a sense of security. So for me, it's this place where you develop and let yourself grow, as well as have connections with other students	Yosemite Leadership Program, Consciousness of Self, Leadership, Resources, Collaboration
S1_Transcripts.docx	the way I remember it, it was separated into three different parts. One being individual, one being community, and one being group. And individual is what you can bring to a bigger picture, so like in a group where everyone's working towards a same goal. And then you apply working in the same goal as in like, improving the community. So, I see it as individual going to group, going into community. So, bringing your strengths into a group, the group working together for an aim, and then in the community like an executing type of thing. I see it like a ladder.	Society/Community Core Value, Group Core Value, Individual Core Value, Change
S1_Transcripts.docx	I found out that there's a lot of types of leaders, and I found myself to be a background leader, and just doing things from the back and seeing everything come out. So, just micromanaging everything, making sure everything's according to plan and just make sure things can go as smoothly as possible, and not really taking the face of being in the group, but just making sure everything goes as smoothly as possible.	Consciousness of Self, Leadership, Observe

S1_Transcripts.docx	I mean, for me, I thought leader was just, kind of, bossing around a group. When I first came in, I just thought it was bossing around a group. And so, kind of knowing yourself, and the kind of leader you are, helps a lot, especially if you're uncomfortable with being the face of a group. Like for me, I'm not the best public speaker, but I'm really good with details. So, that's why being a background leader suits me. And I feel knowing that, really helps me especially when I'm in a group.	Congruence, Communication
S1_Transcripts.docx	I know your strengths, and I feel like everyone else knows their strengths, and things go a lot more smoothly when everyone knows what they're good at-	Consciousness of Self, Congruence
S1_Transcripts.docx	I mean, it's good to get out of your comfort zone, but, I think, it's better to stay especially in a group. It's good to venture out, don't get me wrong, but I feel like it's more efficient if you know your strength, and just work with what you already are really good at-	Chance/Risk, Commitment, Congruence
S1_Transcripts.docx	I don't like being the face of a group, but sometimes you do come or you do experience some unexpected events, and you have to change your leadership rule.	Chance/Risk
S1_Transcripts.docx	even though you don't want to do something, sometimes you see that someone's struggling and that might not be the best place that they can be used. Telling them like, "Hey, you might want to rethink something." And just being the bad guy because sometimes leadership does require you to make some decisions that you may not agree with, but you know that it's the best for the group. So, I think just getting out of your comfort zone and just taking more of a role, and being, not a bossy person, but someone who ends up dictating the whole group, and it's sometimes really hard for me, it's just super hard doing that-	Collaboration, Controversy with Civility , Group Core Value , Chance/Risk, Individual Core Value

S1_Transcripts.docx	I'm the byproduct of the Yosemite Leadership Program: actually going into schools and talking about the program.	Yosemite Leadership Program, Future Leaders
S1_Transcripts.docx	I live in Merced.	Society/Community Core Value
S1_Transcripts.docx	two of the Rangers, Maya and Moses came to my high school, and they gave a presentation about what they've been working on. So, one of them gave a presentation of Yosemite safety, and the other one gave a presentation about bees. And I just found that super interesting because I didn't know about the program. I knew that we had a UC, I never visited it, nor was I interested in coming here. I was thinking of going to either Humboldt or Santa Cruz, but because they came and explained to me these awesome opportunities that they have here, I'm just like, "Well, this is super cool." And coming here, I learned that this group was like nothing I've ever experienced. You go out, you explore different parks. It's not only Yosemite. The only park I've ever been to was Yosemite, and I only went because I joined the Environmental Science Academy in high school.	Society/Community Core Value, Future Leaders, Protecting Resources - Conservation, Change
S1_Transcripts.docx	Yeah, we did trips over there. So, that's the only time I ever went. And then coming here, I just learned there's all these different ecosystems, and I wouldn't have experienced that by myself because I don't like going out, well, I didn't like going out and exploring, and now thanks to this program, it kinda gave me that confidence boost to go and explore. And I think that's an awesome quality to have, especially in a program because they help you open up your shell.	Yosemite Leadership Program, Change, Consciousness of Self, Congruence
S1_Transcripts.docx	I just feel like it's a really cool program that just really helps you improving your strengths, and then helps you get more confidence in you. I dislike public speaking as well as-	Commitment, Chance/Risk, Congruence, Communication



S1_Transcripts.docx	Hate is a strong word. Yeah I learnt hate is a strong word.	Change
S1_Transcripts.docx	I really dislike public speaking but being in the program, and doing things like the Capstone Project helped me venture out of my comfort zone, and showed me that it's not this horrible place where you're talking in front of everyone and everyone's criticizing you because in my mind I just thought every time I present everyone was criticizing me, and I just felt super scared-	Yosemite Leadership Program, Consciousness of Self, Congruence, Communication
S1_Transcripts.docx	But I just learnt that everyone's super supportive especially in YLP, and they just help you and motivate you, rather than put you down, and that's something I didn't experience or had an experience before because high school, you're being graded and that brings you down because you're just like, "If I don't do good, I'm being judged." And grades us based off the grade system. And I feel like that's something I had in my mind. And being in YLP I know that that's not a bad thing. And that you can constantly improve on yourself, and so, it's what they showed me. I feel like that's a critical aspect to have-	Yosemite Leadership Program, Congruence
S1_Transcripts.docx	So, it's just adapting to all these changes. And, I found myself that I became better at working under pressure, just because my partner was really busy, he was having, all his midterms around the time that we were supposed to go out. So, it was just a lot harder. So, I just felt I had to adapt constantly, and yeah.	Congruence, Stress
S1_Transcripts.docx	So, I felt panicked. Yeah. But Jesse and all the people from YLP were asking like, "Hey, do you need support? Do you need help with your project? We know you're going through a lot. Does it feel like it's too much?"	Stress, Commitment, Resources, Collaboration, Yosemite Leadership Program, Challenges

S1_Transcripts.docx	<p>they were really helpful. I wasn't a ranger at the time, but I did ask for their help, so Jesse, one time Abel, which is my partner, couldn't make to the reserve. And that was one of the few times that we were able to go outside, and we had two gators, and we had two drivers. So, it was me and I need another driver for all the students. And so, Jesse's just like, "Oh, if you need support, just come to our meeting and just ask." And so, I feel like everyone was busy but Lawrence, which was one ranger that works here. He was able to make time and able to help me, and so, I felt a lot of the stress was relieved and not a lot was on my shoulders, even though I felt like everything was falling on me, that lifted off this big weight.</p>	<p>Collaboration, Resources, Group Core Value, Communication, Congruence, Yosemite Leadership Program, Challenges</p>
S1_Transcripts.docx	<p>I felt supported. I feel like if it wasn't for that support or project we probably wouldn't have a presentation or any data to show, just because I felt like, I'm really stressed with the project at the time, and so, I just felt like it all rested on my shoulders and thanks to them I collected myself, and just went back, took a step back, I saw what I needed to do, and then I saw the bigger picture rather than focusing on every single detail. I'm just like, "Okay, what do we need to do? What is manageable? What can everyone do? How can someone help me?" And I feel like doing that, really helped me understand what I needed to do. So, after I got that idea in my mind, me and my partner finished the presentation. We got a better system of going out there. And then, I didn't have to really rely on him, and he didn't really have to rely on me because we can rely on the Desk. So, We can work more times. So, we didn't have to, accommodate to each other's schedule because we had more options. So, that helped a lot.</p>	<p>Society/Community Core Value, Individual Core Value, Group Core Value</p>

S1_Transcripts.docx	So, what I got out of it is adapting to unforeseen events and getting in the mindset that things do happen, and you can't really hold yourself accountable for them, like sometimes things do happen, you shouldn't stress yourself out too much, especially if you can't control the weather.	Stress, Commitment, Congruence
S1_Transcripts.docx	I feel I put everything on myself and I was constantly criticizing myself just saying like, "Oh, man, you could have done this better, or you could have done this better." But I think looking back on it now, I'm just having this mindset of like, "Why was a stressing so much?" Looking back on it, I'm just seeing now I could have taken it a lot better, and I could have caused myself a lot less stress, just because now I know that you can't always just criticize yourself just because something doesn't go according to plan. And from that experience, I learned that adapting is a really good strength to have.	Consciousness of Self, Observe, Stress

S1_Transcripts.docx	<p>I think youth, especially nowadays, need more of an open mind. Social media creates this, I don't want to say this one track mindset, but, I mean, everyone's reading the same thing ... I mean, they have this wide spread of information in one little piece of technology. And a lot of the times, especially if you're following the same pages as everyone else, everyone has the same mindset. And sometimes that locks you down and you're not able to see the bigger picture as well as what other people are thinking. And, I feel like that's a really big thing that youth need today. They need to be able to put themselves out of their shoes and put themselves in other people's shoes, and just know that what they're thinking is not the only way of thinking, and they also have to see that there's other ways of thinking and just trying to connect even if they don't agree with it, trying to connect with that other way of thinking just because it's important to know</p>	Empathy, Communication, Congruence
S1_Transcripts.docx	<p>And also creating with a human interaction, I think is a really big thing that youth need, especially because everyone now can just text each other rather than call or meet face to face. So, we create this really easy form of communication, but we're also losing that human to human interaction. And I feel it's becoming a bigger problem, especially with our youth.</p>	Communication
S1_Transcripts.docx	<p>They do have friends, but it's not ... when I see their friends, they're playing games together, and/or texting each other, or using their phones while they're sitting next to each other rather than just talking to each other. And to me, that's really strange to see because when I was their age I would just go outside, play with my dogs, and try exploring.</p>	Consciousness of Self, Communication

S1_Transcripts.docx	Yeah, for that, to me is really important just because without creating those connections with people, you distance yourself with society. I mean, not really society because, I mean, phones do create this connection with society, since everyone's really transforming themselves to use all these phones, and all this technology. And it's not a bad thing, they're there as a resource, it just takes away a little bit of that human to human interaction, which I think is really important.	Society/Community Core Value
S1_Transcripts.docx	I don't know how that's going to change when they grow up. If they're going to be more consumed with technology, or they're going to grow out of it. But we'll see.	Future Leaders
S1_Transcripts.docx	And that's why I feel like, programs like YLP are really important because you're not constantly, you actually have to interact with people, and then they give you an opportunity by creating, like, going to rock climbing gyms, and going to National Parks. You're getting out of your comfort zone and you're doing it with people, you're creating this greater union with people, and you're also creating these positive experiences-	Consciousness of Self, Collaboration, Resources, Chance/Risk
S1_Transcripts.docx	and relationships. So, that's why I feel like programs like these are important, especially for the fourth graders, that's where they're, kind of, like, in that middle stage where they are in the technology stage as well as they could be out, so they're developing themselves as individuals. Yeah. And I feel like having that Every Kid in a Park thing where we go out and show them like, "Hey, there's so much more out there. It's amazing." And then when they go out there, they've never seen these mountains and they're just like, "Oh my gosh, is that real?" Sometimes they're just so used to seeing pictures-	Role Models, Protecting Resources - Conservation, Consciousness of Self

S1_Transcripts.docx	I feel like that would be really beneficial if we have programs like YLP in bigger cities as well as other towns.	Yosemite Leadership Program
S1_Transcripts.docx	Well, a leadership opportunity that I thought was really cool was actually having an internship at Yosemite.	Yosemite Leadership Program
S1_Transcripts.docx	feel that's an opportunity that YLP provided just because I probably would have spent my summer here, probably doing little to nothing or taking summer classes.	Yosemite Leadership Program
S1_Transcripts.docx	it's something out my usual. And so, it took me out of my comfort zone. And so, I mean, for me, it was a Indian culture demonstrator that was my summer internship, they, kind of, give you, I won't say liberty, It give you the freedom to change the way that they have things, so for me, I would have once a week that I would be in the museum by myself, and there would be someone there with me-	Yosemite Leadership Program, Consciousness of Self
S1_Transcripts.docx	they give you the space to develop, and it's really interesting because I was never really given the opportunity because I did it in my freshman year, so I didn't experience the Capstone Projects yet, so I did do the social change model and all the programs that they did in the first year for YLP and for leadership development, but I never really put them into play, in practice, so the internship was the first time I ever did that. And so, it was really interesting to put everything I learned in YLP into practice. And so, you're able to create this ... well, for me, I had to create this thing where I explain to others about the importance of Native American culture, or something that teaches someone to do something.	Yosemite Leadership Program

S1_Transcripts.docx	I created this little pamphlet of how do bead work. And that's what I did. So, it's interesting to see how much space they give you and they really strive to have you develop your own leadership rather than them telling you what to do.	Yosemite Leadership Program, Leadership, Consciousness of Self, Culturally Inclusive
S1_Transcripts.docx	I think partnerships are really important just because that's what keeps YLP going. So, the partnership with the National Park, it gives us an opportunity to go out there and explore, as well as see the things that other students couldn't see, so actually having internships with the Park Service, that's not something that's common for like UC's or colleges. And partnerships with community partners ... So like, the social [inaudible 00:38:15] we are this group	Yosemite Leadership Program, Collaboration, Resources
S1_Transcripts.docx	And we're made up of these individuals, and we're going into the community and creating change. And I feel that's super important just for students in general, as well as the community because we are helping them out: it helps us grow, and it helps us apply what we're learning, into actual community. So, it's not like a classroom setting where you just learn the things without really applying them.	Yosemite Leadership Program, Change , Society/Community Core Value

S1_Transcripts.docx	<p>So, we are learning it, but we're also applying it, which is really interesting and it's really cool to see because it's not something that's usual or not usually available to us. So, usually I feel like most students have this expectation where they go into a classroom and they learn about something, but never really apply it unless that's what they're like, "I'm going for research or ... " And I feel like the Yosemite Leadership Program, I mean, some of them might go into furthering their education like leadership or something, but it creates this system where you are reading and learning about it, but you're also applying it, even though that may not be your major, or that may not be your central focus especially coming into the UC because coming in here, I'm just like, "Oh man, am I really going to need this?" I'm just like, "Maybe I will, maybe I don't." But then I actually applied it and I'm just like, "Whoa, this is super." I'm creating change in, in our, in the community, and it's just like, you're seeing all these people and what you're doing is actually creating. I think, one of the ones was for a food drive, I wasn't a part of that one, but I was friends with one of the girls that was part of that, and she was telling me how it was really cool seeing how they were helping hungry families? And seeing how much of an impact they made even</p>	Yosemite Leadership Program, Change , Society/Community Core Value
S1_Transcripts.docx	<p>I think it's an awesome partnership. We're helping out the community, and we're also helping the students out by applying what they've learned. And I feel like that's an awesome partnership. That's what makes YLP.</p>	Yosemite Leadership Program, Collaboration, Resources



S1_Transcripts.docx	I mean, I feel like with almost any program, one of the challenges is actually getting the students to open up. So, I mean, going in there I didn't know what to expect. I knew about the program because that was the reason I came to the school but I didn't know that how in depth it was.	Yosemite Leadership Program, Challenges
S1_Transcripts.docx	I mean, I was put into this group of 25 other students, and I was just like, "Oh man, these are really cool people, but I'm super shy. How am I going to get out my comfort zone." I feel like one of the challenges is actually opening up. They do help you to open up, but you have to want to open up because they can't really force you to do stuff.	Yosemite Leadership Program, Challenges, Consciousness of Self, Communication, Congruence
S1_Transcripts.docx	And another challenge is taking up a leadership role. I feel like a lot of people don't want to really be in charge, just because a lot of the responsibility falls on to them. And I feel like one of the challenges that YLP does present, just with student development, is putting students in leadership roles. That's not a bad thing. I just mean some students are not used to a leadership role and just putting them in there creates a challenge for the student, but they have to overcome.	Yosemite Leadership Program, Challenges
S1_Transcripts.docx	I think skills that are essential for being a good participant in YLP in the future would be bein	Consciousness of Self
S1_Transcripts.docx	But yeah that's a really crucial skill as well as having, oh, we've already talked about it, having an open mind.	Consciousness of Self
S1_Transcripts.docx	o, I feel like one of the things that we're doing is helping out the community by doing things like the food drive and helping the fourth graders experience something that they haven't done before	Society/Community Core Value

S1_Transcripts.docx	so, in the middle lower class, it's a lot more different than other people just because my family never tried to take me out to parks and to see all these things. I don't think they saw the value in it. And so, I feel like especially nowadays it's really important to see what things are offered in our society ...	Society/Community Core Value , Individual Core Value , Group Core Value
S1_Transcripts.docx	I first went to the program I heard all these stories of all these amazing people, and all the things that they've done, so I was coming into college and I was hearing the things that they did in Capstone Projects, I'm just like, "Whoa, students did that?" Am going to be able to do that?" So, I was like, I was feeling overwhelmed just like, "Is this program right for me?" Am I going to succeed in this program? Or am I going to fail in this program? And what actually happened was I went to a presentation that they were doing, and I was hearing all these students and I was feeling super overwhelmed. And so, my friend went with me, and I'm just like, "I don't know if I should do this." What if I don't do well in it? And what if I don't even get in?" And then so she's just like, "Just apply: I'll apply with you." And then my other friend also applied. All three of us got in. Which is really cool. And I feel the extra push was what really got me to join the program because without that push, I probably would have been too terrified to even apply, just because I felt like I wasn't good enough. So, I feel like if I went back, I would tell people my age, or when I was coming into collage, to just go for it. You never going to know what something is until you actually experienced it. And yeah, I will just push them to go for things that they're really uncomfortable with even though they seem overwhelming. Sometimes you don't know what you're missing unless you actually experience it. Y	Consciousness of Self, Chance/Risk, Commitment

PM5_Program_Manager_5a.docx	<p>the Yosemite Leadership program is an initiative to help students discover and understand their leadership voice and potential. Within the context of Yosemite National Park and using the wilderness in the out of doors as kind of the stage for them to explore and understand their own leadership capacity and their leadership potential. And so its a two year experience with year one really helping students to understand some of the theoretical underpinnings different elements of leadership. And the opportunity to work a group around social change. The opportunity then in the summer to start to applying that learning in an internship experience with a culminating experience then in year two with a capstone project when students take on the opportunity to connect with wilderness education and outdoor awareness and outdoor education to do some type of a capstone experience that they apply all of the different aspects and elements that they have learned throughout the program. So it's a its both a, a theory, as well as applied learning opportunities for students so it goes from if you think about kinda when leadership development as having three different components to it, it's got both thee educational component, it's got thee applied learning component, and then it also has a mentoring and coaching component. .</p>	Yosemite Leadership Program
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<p>PM5_Program_Manager_5a.docx</p>	<p>the social change model is a leadership development idea model that helps students understand the values of themselves and the individual and what the individual brings to the leadership component. As well as the values of the group and others what that combination brings to leadership development with the third component being of the values of communities and what that means as far as bringing that final components. And all of it then is focused on an idea or notion that leadership is about creating positive social change. So as you develop an awareness of self and how that connects with an awareness of others and to connect in a larger context of some community or group to prepare and create and implement positive social change. All of that is contained within the idea, the notion of the social change model.</p>	<p>Society/Community Core Value, Change , Individual Core Value , Group Core Value</p>
<p>PM5_Program_Manager_5a.docx</p>	<p>Inherently embedded in it is some values and those values include the sense that leadership is not necessarily positional and people don't, it's not title based and so the opportunity for people to lead from whatever point they fit in that becomes an important element of it. It is based upon an assumption that leadership is a relationship piece. So it's not done in isolation it's not done independently. And that it's a-, the other value is that leadership is for positive good. That there are other words out there that can be used to describe the change that happens that isn't necessarily positive but that inherently in the context of the social change model, leadership is about creating positive good and then the final assumption is that leadership is about change, it's not about maintaining the status quo, but it's about creating that positive change.</p>	<p>Individual Core Value, Group Core Value, Leadership</p>

PM5_Program_Manager_5a.docx	a lot of my understanding of leadership is heavily informed by Ross but then whole notion that leadership is action. It's not necessarily positional. It is relational meaning that it is more than just one person's actions but it is the collective action of others	Group Core Value, Collaboration, Change
PM5_Program_Manager_5a.docx	And I often think about leadership as the activity different from the player	Leadership, Consciousness of Self
PM5_Program_Manager_5a.docx	So where as a lot times people will talk about leadership as a person. I think of leadership [9.0] as the action of a leader and others engaged in the process of creating that change, that positive change. So for me leadership has an action element in it. That helps move forward or advance a vision or idea or a future state of being. And so there's that, that active piece that happens. So I distinguish in ways that others might not between leader development and leadership development. So I see leader development as helping individuals develop the capacity to actually lead and to create leadership. Whereas leadership development is about creating the environment, the space, so that leadership action can happen and social change can happen.	Change
PM5_Program_Manager_5a.docx	I think the why of the Yosemite Leadership Program is, it's to help students discover their leader voice and to engage individuals in leadership activity that recognizes and supports our wilderness our protected lands.	Yosemite Leadership Program, Protecting Resources - Conservation, Future Leaders, Leadership

<p>PM5_Program_Manager_5a.docx</p>	<p>there's an element of the YLP program the Yosemite Leadership Program that's different from just leadership developments and that the context that we're hoping the students develop their leadership capacity is around protected lands and the important elements that the out of doors or the wilderness provides our world. And this is something worth engaging in leadership activity around. And so there is, so it's, it's kind of twofold right it's, it's to develop the leader, and that individual's voice.</p>	<p>Change, Individual Core Value, Future Leaders</p>
<p>PM5_Program_Manager_5a.docx</p>	<p>Simultaneously creating a group of people that are invested in and believe in and support wilderness and protected lands. (in audible) Think it?, by doing that we are expanding that the group of individuals whether or not they go into the National Park Service and that workforce or as citizens they recognize and understand the value of wilderness and outdoor spaces. And then we have helped kinda of create and develop that ethos,</p>	<p>Culturally Inclusive, Consciousness of Self, Citizenship, Protecting Resources - Conservation, Future Leaders, Change</p>
<p>PM5_Program_Manager_5a.docx</p>	<p>around the important of these spaces.</p>	<p>Protecting Resources - Conservation</p>
<p>PM5_Program_Manager_5a.docx</p>	<p>I think that, there is power and influence, I have as a result of my position. at the university that allows me to step in and do those things that others might not be able to do. Because I have that positional power. So it's tough, right, I think that people often look to me to say, "you're the one that needs to step up and do it", because I am in this role.</p>	<p>Leadership, Consciousness of Self</p>
<p>PM5_Program_Manager_5a.docx</p>	<p>I don't often, find myself just discovering and saying oh this is my moment I'm going to step into this because I think that, that is part of what is expected of me. Does that make sense?</p>	<p>Leadership, Consciousness of Self</p>

PM5_Program_Manager_5a.docx	<p>I mean I think there are moments throughout my life right, where I've been involved in something in that, oh my gosh, we can take this to the next level and this is our opportunity and(inaudible) I'm willing to be the person, to be there and to take that role and that responsibility. I'm trying to think about it in my current context, if I do have a, maybe a little bit of a story. So, I, in my current position I was put on a committee here on campus to recreate general education. And to rethink how we might do university wide general education at UC Merced. And so I saw that as an opportunity for me to step up and say we have an opportunity to create a general education experience that is distinctive and becomes part of the Hallmark of why a student might come to UC Merced. Do we need to incorporate some things that would be different than you would find that most research university environments. So we have now improved general education in a way that has co-curricular opportunities so students involved in the Yosemite Leadership Program for example will be able to fulfill elements of their general education requirements around leadership and community engagement just by being involved in the Yosemite Leadership Program. It also will count as part of their general education requirement. So the ability for me to bring to the conversation and to the table among this working group, the important role that co-curricular experiences happen.</p>	Yosemite Leadership Program, Change
PM5_Program_Manager_5a.docx	<p>And that they bring to students an overall education was a great opportunity for me to really put a value on some of these outside of the classroom experiences. In ways that most research universities haven't done. I'm really excited about that, I think that, will create some kind of transformative experiences for students which I think is part of, part of what has been my driver in my career.</p>	Consciousness of Self, Congruence, Commitment, Change

PM5_Program_Manager_5a.docx	<p>Is how do I help higher ed, rethink its role in educating students and educating students in new ways that it hasn't necessarily recognize formally before, to provide students with those transformational experiences and I think YLP does that so the opportunity now for that to count as part of general education, I think it's going to be really important. As far as what I learned from that, and you know while I have this Vice Chancellor title position the faculty at the University of California control the curriculum and so I had to recognize that I don't control the curriculum. That isn't something that I have power to control and so how I help people see and understand the important role of these co-curricular experiences and the educational journey of the student became a really important opportunity for me to educate, inform, and build collaborative partnerships across the institution in ways that I think at the end of the day will create a powerful experience for students.</p>	<p>Yosemite Leadership Program, Consciousness of Self, Society/Community Core Value</p>
PM5_Program_Manager_5a.docx	<p>I think part of what's important for me to tell as part my story or to recognize as a part of my story is my leadership journey, just because at this level in the organization doesn't mean that my learning ends.</p>	<p>Consciousness of Self</p>
PM5_Program_Manager_5a.docx	<p>That I, so I had opportunity. I am a learner. And I think that to be a good leader you have to be a learn</p>	<p>Consciousness of Self, Congruence</p>
PM5_Program_Manager_5a.docx	<p>You have to embrace that and realize that, that there this combination of confidence and humility that is an important element of one's leadership journey.</p>	<p>Consciousness of Self, Congruence</p>



<p>PM5_Program_Manager_5a.docx</p>	<p>I would say, wanting to know and learn more I think that's an important skill. I think compassion is a critical skill fo youth today is they develop an awareness of others. And the voice that other people bring to the table. If we are truly going to value diversity and diverse perspectives, compassion needs to be there in order for people to truly value that and to create a sense of belonging and mattering for others. I think another skill that's going to be important for youth today is a sense of resiliency and grit, that ability to recognize that not everything things go your way and not everything's going to work out exactly the way that it might be pictured in your head, you know, leadership is not easy work. That's why I mean I loved Heifetz's (sp?) book, right, when he talks about leadership on the line is that it's not always easy work. And I think that people have started to glorified leadership in such a way that when people run into difficulties, they think that they failed.</p>	<p>Consciousness of Self, Congruence, Empathy, Culturally Inclusive, Persistence</p>
<p>PM5_Program_Manager_5a.docx</p>	<p>I think that, that spirit of resiliency and grit is an important element. So combining that with compassion and with that pursuit of learning and knowledge. I think that that becomes a really important combination there. Then the last skill that I would say needs to be there for youth of today if they want to engage in leadership is the ability to picture and have a vision of a better tomorrow.</p>	<p>Persistence, Future Leaders</p>
<p>PM5_Program_Manager_5a.docx</p>	<p>There, there needs to be couched in that sense of realistic expectations but if you don't start envisioning a different way and then, where is your leadership taking you right. And so you have to have that sense of purpose and passion for your leadership to, to be connected to so there is some sense that it, it's taking you in a direction, right, there is a vision there and you're able to communication that vision and inspire others around that vision, that they will want to become part of that leadership activity.</p>	<p>Common Purpose , Individual Core Value , Change</p>

PM5_Program_Manager_5a.docx	To make that better tomorrow.	Change
PM5_Program_Manager_5a.docx	<p>I think YLP, people often just look at the cohort as students that are involved in the Yosemite Leadership Program, they miss the thousands of individuals have been touched by the students' roles. And so I think the projects that the students have taken on up in the park where they have expand services or created more customer service ways that people can experience the wilderness and the out of doors instead of standing in line waiting for a wilderness permit they created a different way that, that can happen people can appreciate being out of doors while they sign up and wait for those wilderness permits, started to push on some boundaries and some polices or practices that may have felt uninviting for different cultures and different populations of individuals to go and experience the park and to feel that those spaces are theirs as well. Taking every single 4th grader from the city of Merced up to Yosemite National Park that created a huge opportunity for those fourth graders, that they may never realize existed.</p>	Yosemite Leadership Program

PM5_Program_Manager_5a.docx	Both the college students and the potential for them to be a college student, expose many of them to wilderness. They have then stepped up been leaders themselves by bringing their families up to Yosemite National Park and so I think the ripple that, the handful of 20, 25 students that are in each cohort has been able to create is huge(?inadubile) and that where then they are inspiring the next generation of leaders because their outreach efforts have touched youth at all different ages. Whether that's up in the park or by workshops and presentations they've done in their schools or by bringing people on to campus from all those have had the opportunity to be transformational and inspire another whole ripple of leadership activities to occur.	Yosemite Leadership Program, Society/Community Core Value, Role Models
PM5_Program_Manager_5a.docx	I think. It's a combination of sustainability and growth. I would say that one of the challenges is how do we justify the resources when people just look at it and say you're only bringing in a cohort of 25 students.	Yosemite Leadership Program, Challenges
PM5_Program_Manager_5a.docx	And being able to tell the story of the broad impact of YLP, I think is an important story that we sometimes run into challenges on how to tell and how to communicate. By doing the ongoing funding to support the program I think that's always one of my challenges, right. It's great to have the 15 to 20 students interning the park every summer, but someone has to pay for the housing.	Challenges, Yosemite Leadership Program

<p>PM5_Program_Manager_5a.docx</p>	<p>Because that's that free. And so those, that becomes part of the challenge. And I think that there are more students that would like to participate in the program that we just don't have the, it's a pretty resource intensive program. And um, so is that the best use of resources I think is an ongoing question that, that's a fair question for people to ask.</p>	<p>Challenges, Yosemite Leadership Program</p>
<p>PM5_Program_Manager_5a.docx</p>	<p>think part of what, you know when I, when they have me come in, and talk to potential YLP applicants, about why this program is important, and I talk about how people are looking at some of our protected lands and they're asking questions about is that the best use of that resource and to have would we be better off turning that into another space to drill for oil or to do timber and get the wood and the paper out of it or whenever the case might be and so while people are nationally asking those questions we need the advocates and the people to create that social change around people's capitalism attitudes towards protected plants and ways truly keep them protected lands and I think that we've got such an incredible rare resource right here in the United States and for our students to recognize that and find ways to advocate for that becomes really important during this current time. Even from a culture and a social justice standpoint around race and race identity I think that there is a sense that wilderness and outdoor spaces are only for a group of white elites that can afford to do to that type of experience or are, you know or are a bunch of people have the ability to be free spirited tree huggers and I think that, that is a misperception about the important role that these spaces play. And so I think our students are faced with some of those challenges around helping to expand people's notion and idea of the role that wilderness plays. And the important role that it plays for all. And finding</p>	<p>Yosemite Leadership Program, Environmental Justice, Protecting Resources - Conservation, Consciousness of Self, Culturally Inclusive, Resources, Collaboration, Challenges</p>

	<p>ways to get more people there. I think when our students, who for the most part are pretty racially diverse look at the National Park Service and don't see themselves reflected in a lot of the staff that are currently there. I think that that creates challenges on whether or not they feel welcome. And so how our students could overcome some of those own challenges that they may feel, so that they have the opportunity to address that to their future leadership becomes a really important element. And I think that you know again as they develop an awareness and a capacity to be compassionate towards others. I think that, that again is a leadership opportunity that can spill over into lots of other communities. As we look at some of the racial injustices or even recognizing the role of microaggressions, are flat out kind of White nationalist movements, they create marginalization. Our students have the ability to really find pathways to pull together collaborative teams to address some of those issues because they've done that in the capsule projects and they've done through these summer leadership program. So I think their ability to identify and connect with their passions and find ways to collaborate with others to create that positive social change exists. And so my hope is, is that the YLP program has created a testing ground for them, that they will be able to utilize in other context.</p>	
<p>PM5_Program_Manager_5a.docx</p>	<p>I think the there is an element around working with others that is incredible skill. That requires your ability to listen, it requires an ability to be patient, it requires the ability to respect different voices and what that brings. You know, I think it's, it is easy to be part of a team when everybody thinks alike.</p>	<p>Congruence, Communication</p>

PM5_Program_Manager_5a.docx	<p>But how do you deal with the conflict. I think that, that's an important skill. And is something that will be an essential skill for YLP students to learn. And I think understanding the difference between cooperation and collaboration. Is important, I think a lot of times people think that they're collaborating just because they got somebody to cooperate with them. But how you truly share values and share goals and work collectively around those, that is a skill.</p>	<p>Collaboration, Controversy with Civility</p>
PM5_Program_Manager_5a.docx	<p>I think one of the important ones right, and whether or not it's a literacy or capacity right, to think that there is an awareness of self, right. The kinda of emotional intelligence piece is really important, if you aren't aware of what you are bringing to the conversation, and the impact that you are having that conversation. You can have all the best intentions around dialogue as possible, but if your behavior stifles true and meaningful dialogue. And then, then what you are intending to happen won't. And so I think part of it is that ability to really having emotional intelligence and to be able to be aware of your self and your impact on others and read some of those social cues of the group and the group dynamic in order to facilitate that.</p>	<p>Consciousness of Self</p>

PM5_Program_Manager_5a.docx	<p>I think that, that becomes really important right and I think there's an intentionality that becomes critical as you engage with others if you truly want to elicit the voice and the opinions of a different, different perspectives that you have put around the table and I think a lot of times people might think a lot of intentionality to just get diverse perspectives around the table but they then don't take that same level of intentionality to ensure that those voices feel valued. And I think that, that becomes an important piece. And so how do you make sure that people feel valued that they matter, if they don't do that, then people are going to contribute. And the whole reason you have them on the team is because you want their contribution.</p>	Collaboration, Common Purpose
PM5_Program_Manager_5a.docx	<p>I think part of the way that it can thrive is by our ability to really tell the story. And to use the, sort of the narrative the personal narrative of the students have in their own journey to be able to share the role that, that a YLP type program can have an individual's life and their voice and their decision making and values clarification and all those different pieces. That I think we have embedded in the YLP program itself. And so you don't necessarily need to have Yosemite National Park although it's not bad stage.</p>	Yosemite Leadership Program, Challenges, Change, Future Leaders

PM5_Program_Manager_5a.docx	You don't need to have an Yosemite in order to create these types of experiences. And I think part of the value of the YLP program is to show how the skill and the capacity to development and the awareness that the program brings to youth is transferable to so many different situations. And the problems that we are addressing as a society are much too complex for one individual to come up with a solution. For disciplinary lens to come up with a solution, it needs to be these collaborative teams of multidisciplinary perspectives that are being brought around the table and values are shared and ideas are shared in a way that helps us come up with a complex solution to these complex problems.	Environmental Justice, Citizenship, Protecting Resources - Conservation, Change, Future Leaders, Yosemite Leadership Program
PM5_Program_Manager_5a.docx	And if we, part of the way that YLP can thrive in this environment is it that can demonstrate how the elements that students are developing and learning as the result of being in the YLP program are transferable beyond the walls of the academy.	Yosemite Leadership Program, Challenges
PM5_Program_Manager_5a.docx	And into different types of community and not just Wilderness communities but different communities in general in ways that come help us as a society, come together and start to address some of the complex issues that we're facing.	Society/Community Core Value
PM5_Program_Manager_5a.docx	I think um, for me part of the advice is to help them identify and connect with their passion. And realize that there isn't necessarily only one path to get there.	Consciousness of Self, Congruence
PM5_Program_Manager_5a.docx	And so their ability to be open and to learners and to be purposeful risk takers is an important element for them to have, help them pathway around their passion.	Chance/Risk, Persistence, Congruence, Commitment



PM5_Program_Manager_5a.docx	And to also recognize that none of this is a practice accomplished alone. That part of the whole power of leadership is the collective action of others and so how they are able and willing to ask for help and to build that collaborative team becomes really important. I think far too often people think of leadership as this independent activity.	Leadership, Consciousness of Self, Collaboration
PM5_Program_Manager_5a.docx	And they don't pull other people into that journey and share that experience. And I think that's a really important lesson for folks to learn is how to ask for help. And pulling other people into this journey as well. One of the things I want to say is I also think that we, we've lost that ability to at sometimes to be creative and to take purposeful risk. And so, how we can help leaders to be willing to step outside of their comfort zone and take some purposeful risk. And not just thrill-seeking adventure risk.	Chance/Risk, Collaboration
PM5_Program_Manager_5a.docx	But that intentional purposeful risk taking. I think those, that, that is an important thing for an aspiring YLP Leader to be able to think about what is their comfort zone and what are they willing to allow themselves to feel some comfort around in order for them to take on the challenges and move forward around their passions.	Yosemite Leadership Program

PM5_Program_Manager_5a.docx	<p>Yeah, sometimes right, I mean, I have shared my own path through college. Right. I thought I had to do X Y and Z in order to get to this point in time. I am the first and only one of my family to go to college. And. So there were huge expectations. So that often means you, you think that there is a narrow path that you have to take because that's all that's really being presented to you even but allowing yourself to take some risk and to try something new and one of the best internships I had was working with schizophrenias. I absolutely hated it and learned I wasn't wired to do that work. But had I not taken that risk, I would know that right.</p>	<p>Individual Core Value, Chance/Risk, Consciousness of Self</p>
PM5_Program_Manager_5a.docx	<p>Do it. Do it now right. So I learned as a sophomore in college, that I didn't want to become a clinical psychiatrist. Because that wasn't, I wasn't wired to do that work and that was a really important discovery for me to have my sophomore year in college.</p>	<p>Consciousness of Self</p>
PM5_Program_Manager_5a.docx	<p>So the ability to have taken some risk and stepped outside of my comfort zone and to really have discovered through that process how I'm able to fulfill my passion, has been a great journey and great discovery for me.</p>	<p>Chance/Risk, Congruence, Consciousness of Self</p>

PM5_Program_Manager_5a.docx	<p>The only other thing that I would add, and we probably really didn't touch on it as much as important role that having basically multiple cohorts creates in these mentoring relationships. And so having people that have completed capstone projects and are either university or alumni of the program connecting with the second year students and to have, people that where former interns up in the park back helping to lead and shepherd the intern program for the next year, to have the second year cohort interacting with the first year cohort and serving in kind of a mentoring capacity. I think those are really important relationships, that we really didn't touch on it. So I think that there's this ability, for mentoring relationships also plenty of powerful role and training. And one of the other pieces of advice that I give folks is find a mentor, a mentor it's a good thing. And how that becomes an opportunity for you to learn more about yourself and to get that honest feedback and to recognize feedback as a gift and a valuable learning opportunity. All of that happens in those mentoring relationships and if don't take those risks and expose ourselves to that type of opportunity cause it can again as to use your language to be very vulnerable to expose yourself to that. But those become these really powerful relationships. So again I think that there, when I look for leadership development standards or expectations YLP embraces kind of these things as far as the educational element and the theory, the applied knowledge opportunity and the development that happens through those mentoring relationships and the maturation that an individual is able to have because of the mentoring relationships. I think that is one element. That I would be remiss if I didn't pull into the conversation about the importance of that in YLP.</p>	Yosemite Leadership Program, Resources, Role Models
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PM5_Program_Manager_5a.docx	It's in even, and sometimes it's like you said peer to peer. But I think often people just think of Jesse or Jacob as kind of the mentors in this situation. And I know that they do a ton of that. But, that becomes really important and I think you know one of the things that we learned early on in developing the program is the staff up in the park that are going to have interns, how they view themselves as mentors to the interns. And what training or workshop development needs to happen for someone who is going to play that role and understand their relationship as a mentor. I think that, that's a great skill to develop, a lifelong skill to develop, but that it's not something that we should take for granted that everybody knows how to do it.	Role Models, Resources, Yosemite Leadership Program
PM5_Program_Manager_5a.docx	I think that there's a, we're really good and it to define expectations in a supervisory capacity.	Role Models
PM5_Program_Manager_5a.docx	We know what it is supposed to look like, its defining some of those expectations in a mentoring relationship, that feels a little more touchy feely at times that folks shy away from (laughter).	Role Models
PM5_Program_Manager_5a.docx	There is value in that right. And one of the things that I have learnt and to some extent learned the hard way, it that communicate those expectations. You can be having expectations of an individual that they don't even know exist.	Role Models, Resources

PM5_Program_Manager_5a.docx	<p>I am accountable for meeting these expectations that you've never even communicated. So I think again in this opportunity in this educational space that is college, the opportunity for us to help our students understand how to they create and articulate expectations in a mentoring relationship and how do they do that now in a space that might be safer. So that when they graduate and they're out there in the workplace that they know and they understand what that means and it might not be their supervisor whose it's going to be their mentor and that's OK too. And how do you find that clarify and set some of those expectations.</p>	Challenges, Role Models
PM2_transcripts.docx	<p>Yosemite Leadership Program is many different facets, but the one that I am primarily involved with is that my staff is responsible for the Wilderness Education Center down on campus. Through that campus presence, it's been the adaptation and the development of courses, course curriculums, messaging, ways to be heard, ways to found out. So they would be on campus, create relationships with students on campus. But, then it was about creating relationships in the community, and how we is it that. We created those relationships, built those relationships. What was the messaging that went along with those relationships, and then as it all pertained to the Yosemite Leadership Program. So therein lies the what is our messaging? What is the Yosemite Leadership Program? What are the goals that we're trying to create again. So, for me, there was this kind of a tiered level of experiences that started with university, started with young adults, anywhere I guess between 18 and 21, whatever that age is. But is seems like the program then quickly developed into how do we find out, how do we touch base with this community of folks that are just getting ready to come into college? So those high schoolers, and then, just most recently the</p>	Yosemite Leadership Program, Change

	<p>formal program of Every Kid in a Park has allowed us to formally reach out to those kinds of fourth grade students, so the elementary grades. We were doing some work, I think, in that arena prior, but it's that formal ladder now of experiences that's hitting the younger age, developing the appropriate curriculum or messages for those groups, the high school age, pre-college, and then the college folks. So, a ladder of experiences from which we try to build relationships with the communities at each of those levels, and to include teachers. Our focus has been primarily teachers in those high school or elementary level. How is it that they bring the parks to their community? Lakes, outdoors, wilderness ... So we have had some components where we've tried to focus on educating the educators, so to speak.</p>	
<p>PM2_transcripts.docx</p>	<p>A community, a culture, in the Central Valley. It's history of migrant workers, lower income folks, underrepresented folks, that often didn't have an opportunity or chance to lead that community or that culture. And, it's not unique to the Central Valley. It's not unique to California. Other park areas that I've worked ... It was not unusual to find people that only lived an hour away from the park and never visited the park.</p>	<p>Society/Community Core Value</p>
<p>PM2_transcripts.docx</p>	<p>in our particular case, it was about reaching out to those Central Valley communities and changing those dynamics, changing that culture, realizing that your access to these areas is obtainable, that we can represent those groups, that we can get them excited about the park, interacting with the park and nature and wilderness and the other things that it has to offer, the other benefits that are ... You know, those unintended consequences of coming to the area.</p>	<p>Equity, Change , Society/Community Core Value</p>

PM2_transcripts.docx	I think it's just developing access, developing opportunities in a culture that otherwise wouldn't recognize that or take advantage of it, and then try to find those areas that you would want to leverage or move forward	Resources
PM2_transcripts.docx	That could be anywhere from the standpoint of people coming to work for the parks, or just being advocates for the environment later on in life.	Future Leaders
PM2_transcripts.docx	relative to this, leadership on a personal or professional level and relevant to this program, I think it's really about finding your own voice, taking chances, having the confidence to take those chances, as you work with and lead others.	Leadership, Communication, Consciousness of Self
PM2_transcripts.docx	You definitely can't know everything. You have to be willing to accept that, but you have to be able to lead with confidence.	Congruence
PM2_transcripts.docx	I went down to campus, and we were handling their capstone projects. So, the ability to come up with a project, but present that project in such a way with such confidence, that you're trying to appeal to donors to donate money to support this project. So, you're stepping into these uncomfortable realms, these uncomfortable areas, these things where you may not be totally fluent, but you take those chances. You have the confidence to take those chances. You're realizing that failure is okay.	Commitment
PM2_transcripts.docx	But, you know you're leveraging the other folks that you work with, and the other skillsets in the room	Common Purpose, Collaboration

PM2_transcripts.docx	Leadership is this ability to create a vision and move people towards that visions and in that direction, have reasonable expectations, know that this could be a three or five year, ten year venture, and that you have to have that persistence and take those chances and keep things moving forward.	Future Leaders
PM2_transcripts.docx	I really do think we're providing that opportunity for the college level students on UC Merced. So, these kids ... first time in college, first person in their family to go to college ... Just that step is kind of a newness for them in taking that chance and risk	Chance/Risk, Commitment, Individual Core Value
PM2_transcripts.docx	But getting involved in these types of programs just continues that one step further. Our opportunity to push that envelope with those students and let them take it as far as they want or are capable, is a pretty neat thing, pretty magical thing. We've seen students down there on campus that ... You just see when they arrive to that leadership level, and they start taking on these tasks, and have that confidence to do it. It's a pretty nice project. Pretty nice results.	Future Leaders
PM2_transcripts.docx	One, I think is this idea how do we protect the environment component.	Yosemite Leadership Program
PM2_transcripts.docx	The role and the aspect of leadership as you age and mature, your levels of success ... They all change throughout life.	Consciousness of Self, Leadership
PM2_transcripts.docx	I think this about an opportunity to take some of those life experiences and use that to educate, to mentor, to model for younger students.	Individual Core Value, Commitment, Role Models, Congruence
PM2_transcripts.docx	Does it help build confidence? Is it about taking chances that they otherwise wouldn't take?	Chance/Risk, Commitment, Congruence



PM2_transcripts.docx	eah, here are these people in their ... they'll probably call us old ... but in their fifties that are still making mistakes, and these things are okay ... But I think it's just about engaging with folks at a younger point in their time, in their lives, and get them thinking about goals, and where they want to go, and how is it that they want to get there, and how they can accomplish those things. I think that's one modeling thing that ... I think just starting at a younger age and getting folks exposed to that is just a really good thing.	Role Models
PM2_transcripts.docx	On the professional side, the environmental side, I think it's just about ... And again, I've been through various programs throughout my career, and earlier in my career was really about finding these people that wanted to work for the park service. To some degree, this program has shied away from that. Obviously, folks, if they choose to want to come work for the parks, they bring perspective and diversity ... But, if nothing else, it's this opportunity, again, to provide leadership in an environment or culture that would otherwise not bring the park, or the environment, or wilderness to the forefront.	Chang , Protecting Resources - Conservation, Future Leaders
PM2_transcripts.docx	They'd be shy.	Consciousness of Self
PM2_transcripts.docx	They wouldn't otherwise have the knowledge. They wouldn't understand the benefits of what it means to preserve these natural spaces. So, folks to be able to bring that sense of leadership, that sense of taking chance, that ability to say, "I'm gonna do this because even if I fail, I feel like it's the right thing to do" ...	Commitment, Chance/Risk, Protecting Resources - Conservation

PM2_transcripts.docx	Again, we have to realize that those dividends ... We're talking ten, fifteen, twenty years. But that's the kind of vision that we're to show to these folks. This isn't for the instantaneous thing, and what you're doing now will stay with you for the rest of your life. Maybe there's that opportunity ... They start having kids, where that peer influence starts to change, and you just keep that momentum alive and moving forward, and growing kind of things.	Change, Future Leaders
PM2_transcripts.docx	When you're leading other people, it's a very uncomfortable moment of times in which you need to take action. It was kind of like, "Yeah, here it is. There's no else that's gonna do this, so I just need to do it."	Congruence, Individual Core Value, Commitment, Chance/Risk
PM2_transcripts.docx	You rely on everything that you've done up to that point to get you through it, and you do just fine.	Consciousness of Self, Leadership
PM2_transcripts.docx	You train, you train, you get all this information, and then all of a sudden, you're in a situation and you're not mentoring or following somebody. Now, it's those people that are kind of looking to you	Consciousness of Self
PM2_transcripts.docx	You do have some opportunity to mentor and follow, but sometimes, at those unexpected moments, now you're the senior person there. You're the only one there, and I have to make this happen. It's really ... That's what leadership is.	Role Models, Leadership, Consciousness of Self

PM2_transcripts.docx	When I made this delineation earlier in our conversation about the operational side or those instantaneous or spontaneous things, I used the example of, maybe a sports team, or you're the captain. Right? There are these points in time where your active leadership is always part of the example that I've given. But, if I go back to what I thought was that secondary side of leadership, it's that forward looking ... That three, five, ten year ... That ability to bring multiple components together.	Persistence, Congruence, Leadership, Consciousness of Self
PM2_transcripts.docx	Yeah, now people are looking to you to make these larger policy type decisions. Or, you're making a larger decision that not only affects you or the people you're directly with, but maybe people on a larger scale. It's your division, or the entire park. That leadership role takes on a different context. How you function as a leader in those situations, I think also really depends on your relationships that you have with other leaders, again, to accomplish a goal of moving forward.	Consciousness of Self, Leadership, Common Purpose
PM2_transcripts.docx	Time management. People management. Social skills. Soft skills. There's a lot of ... When I think soft skills, I'm thinking of those relationships, how you build relationships and partnerships with other people.	Resources, Collaboration, Group Core Value

PM2_transcripts.docx	<p>in the capstones I listened to yesterday, this idea of the observations of youth being disconnected. They're disconnected because they're looking at some device. I remember watching, I wish I could remember the title of it ... There's some video out there on YouTube. I don't know how I came across it. The essence of the YouTube video was this person that was having an experience. One take on the experience was how they were connected to their device. So, they're out walking along the road, and they're texting, and they're not really looking up, and they're just kind of walking around. Life kind of passes them by. Then they do the exact same scenario, but now that person doesn't have their device. They end up making eye contact with another person on the street. Maybe they end up having a conversation, and then they end up having a relationship. I think that's what you need. You need to have a personal connection. We need to have that disconnected side of ... and not lose that interpersonal relationship with people. Being able to read body language, interpret body language, voice inflections, and all of those kinds of things.</p>	Consciousness of Self, Congruence, Communication
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PM2_transcripts.docx	<p>I think good leadership with also be able to discern the appropriateness, when it's okay to be connected or using technology, and when it's best to put that away. I think that the more that they can be leaders of today, to be mindful of that, I think the more they'll garner attention and respect. I mean, people hate it when you're sitting there talking to somebody, and it's somebody that you would consider influential, and all they're doing is looking at their phone and trying to keep up on emails. You never feel like you're making that connection or they're totally listening to you. So, be mindful in those skillsets and provide that intention, when you're leading with both, I think will be things that really stick out. I think the opportunities will model that 'cause you're that kind of leader.</p>	<p>Role Models,          Congruence, Individual          Core Value,          Commitment,          Leadership,          Consciousness of Self</p>
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PM2_transcripts.docx	<p>And then, looking at the Central Valley and again, I'm trying to think of, what is that next step of the Yosemite Leadership Program? I kind of look at what we're doing now, and are we being effective? What could we do differently? How do we increase that sphere of influence? The opportunities, the challenges, the personal skill sets ... I really think it's defining what is that next level of where we're gonna go. For me, it's about bridging these experiences beyond Central Valley. So again, the opportunities to look outside our immediate culture and area. So, what is that next step that we need to bring everything along? The challenges are still the same. How do we make a bridge? How do we make a connection to here and the Bay Area? Or here in Northern California? Or here down in L.A.? We've got those threads in place. I think it's really about how we make those meaningful opportunities, and what are the challenges to making those meaningful. Again, Money for the barrier challenge. Again, the soft skills, the ability to, how we can just generate money, income, interest is kind of tied to that leadership side of how we are messaging. I think part of ... I think I'm getting way off track here. Part of this, too, is the leader is recognizing the strengths of other people. And, recognizing that again, you can't do everything. You can't know everything-</p>	Society/Community Core Value, Change , Future Leaders
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<p>PM2_transcripts.docx</p>	<p>What I mean by scalable is those immediate people that you work with on a daily basis ... Or, take it even a step back further. What are my strengths and weaknesses? How do I accept that what I may view as one of my strengths, really isn't? How do seek that feedback? That's one of my things, where this is how I leverage that. Being ground, right? Being centered, and being open to those conversations ... 'Cause you're gonna need to get input from other people to kind of ground you when you think your strengths maybe are not. Then there's that immediate work group. Recognizing, being really mindful of what those people's strengths are, and how do you bring that into a team concept?</p>	<p>Leadership, Role Models, Communication, Congruence , Consciousness of Self</p>
<p>PM2_transcripts.docx</p>	<p>ut also, again, from that leadership standpoint as, what are the other dots that we need to connect? How do we make this bridge? What are the relationships we need to have? Who are the people that can help? If I'm having issues or problems with resource management and science, who are the connections I make with individuals within resource management and science that can have that ability to talk and discuss and educate, and build that bridge between wilderness and resource management and science that otherwise wasn't happening? The conversation about installations in wilderness, and the impact of the wilderness character ... They're inherently different. But, a leader will look to find those people that have common ground, build those bridges, so that communications, expectations, whatever, start flowing and you can see that opportunity to build it in the park</p>	<p>Communication, Congruence, Leadership, Protecting Resources - Conservation, Resources, Collaboration</p>

PM2_transcripts.docx	The college kids maybe out to the high schools, and they go out to the elementary schools. They have that opportunity to kind of engage, to kind of sell their product, to talk about what they've been doing and what they experienced, and the opportunity to provide, to be a leader on backpacking trips and whatnot in the park. There's that sense of leadership and taking responsibility, and letting folks kind of have the same or similar experiences or access issues that they otherwise weren't able to provide. They got involved, and now their family got to go to the park.	Role Models, Congruence, Consciousness of Self, Leadership, Yosemite Leadership Program, Change, Protecting Resources - Conservation
PM2_transcripts.docx	Well, they continue that message on to other family members or other families in the community, so they have that opportunity. I think the capstone projects are giving them some of that leadership exposure to think about an issue or a topic, and how is it that they want to create that change and be a leader in that area.	Change, Yosemite Leadership Program, Future Leaders, Protecting Resources - Conservation
PM2_transcripts.docx	My challenge to him was, shouldn't we just be building on these capstone projects? Instead of talking about the state of leading on campus, and adding guards or this or that, let's force this ... 'Cause again, the three, the five, the ten year, where we want to be, not it going back to ground zero every two years.	Yosemite Leadership Program, Challenges



<p>PM2_transcripts.docx</p>	<p>You saw a little bit of that in just a conversation yesterday when they're talking about doing murals on campus, and the struggles that they're having now. But, I think they're also recognizing that, set that framework now, so that the next mural that's being done on campus ... Maybe they're building in the new design, but all new buildings are out there. They're creating a space where that mural can happen. Whereas now, we're just trying to find space on a building where can do a painting. They're going through this process of what's the intent of this mural, but then, what would be the intent or the story of multiple murals on campus, and realizing the impact that could have. We try to give them the example of California. You travel throughout California, and certain towns will have this mural or a few different murals, and next thing you know there a word of mouth, or there's something posted on social media. People are making purposeful changes in their behavior to go see these things. Imagine if you created that same context on UC Merced. Instead of people perceiving UC Merced as a sterile, pin box campus, it's, "Oh, you should see the new mural that's going on there. It's really all about inclusion and making everyone feel ..." That type of change that they have. I think we're giving them those experiences with a lot of the capstone stuff. It's just trying to make those more meaningful.</p>	<p>Yosemite Leadership Program, Challenges, Change</p>
<p>PM2_transcripts.docx</p>	<p>For me, it's really about ... I'm trying to push what is the next for YLP? What is the next step for the relationship between Yosemite and the university? The YLP program is fairly specific. We have the internship program. Again, that's giving some folks a different level of experience, whether it's working at different divisions or working for the park. I think we need to be, I think one of the challenges is that next level.</p>	<p>Collaboration, Group Core Value, Yosemite Leadership Program, Challenges</p>

<p>PM2_transcripts.docx</p>	<p>I mean, what is the relationship more holistically, between the university and the park? How do we look beyond the relationship? We're starting to look at GIS. We're starting to look at geospatial data. That opportunity for, again, a university and some of those specialties to come into the park environment. But, outside of that Yosemite Leadership Program, it's kind of one way. How do we do that? Then, I think, within a conversation not too long ago, as NRI and research facilities starting to expand. How is it that these opportunities connect between Yosemite and Sequoia? Or Lassen? And the Bay Area? How is that connection being made to other universities that start to come into this program? I think part of that is where does YLP fit into that bigger picture? I think it's still a valued component. But, how does it fit? How do we start leveraging that bigger relationship between universities and parks?</p>	<p>Yosemite Leadership Program, Challenges, Change, Future Leaders, Protecting Resources - Conservation</p>
<p>PM2_transcripts.docx</p>	<p>I talked a little about the network throughout this stage. Then, specifically for the YLP program ... I think the challenges are, how do we provide ... What are some additional leadership challenges that we want to be able to provide this youth? We're kind of founded on this status of social change. I mean, people don't have to come work for the park, but that they can go forward in their own jobs and bring that message forward and make their own changes or influences. For me, there's a real interest in, let's get these folks involved in government.</p>	<p>Future Leaders, Protecting Resources - Conservation, Yosemite Leadership Program</p>

PM2_transcripts.docx	Let's get them involved in understanding the process by which some of these decisions and policies and decisions have been made, and the influences of Congress and their senators. How do we get exposure to that office? How do we allow them to have the experiences of this administration that may not agree with parks, or may not agree with wilderness, or may just have a different take on that?	Yosemite Leadership Program, Future Leaders, Change
PM2_transcripts.docx	I think the opportunity to get exposed to those viewpoints, whatever they may be ... Again, you have to build partnerships with everybody. You can't just ignore people that you don't agree with. But whether agree or disagree, what is that new challenge or experience that would really provide value? For me, I used to go to that, whether it's city government, state government, federal government, kind of exposure. We've had some candidates, right? These are the cream of the crop, I think, that are coming out of Yosemite, that I've seen. Really, super intelligent people. It's like, "Man, let's get them exposed to this kind of stuff."	Future Leaders, Resources, Collaboration
PM2_transcripts.docx	In today's world, and one thing I've learned at Yosemite ... What is that message, and how do you set expectations? You need to be able to do that across multiple mediums. You need to be able to do that quickly and succinctly. The amount of time that you're gonna have with somebody, whether it's on a computer screen or face-to-face.	Communication, Congruence
PM2_transcripts.docx	I'm a firm believer in the side of being transparent and setting expectations. We need to be able to just set reasonable expectation. That seems to work well in a lot of different settings.	Communication, Congruence, Consciousness of Self

PM2_transcripts.docx	<p>It was about DACA. These kids that were at the university, and now it's becoming this potential reality that they were no longer going to be able to attend school. Their lifestyle would change. How could they become? They are. That particular group ... The other one, where they talked about the murals. The other group where they were talking about managing or monitoring scientific research and installation ... They are, in current societal context. Maybe we found out how to stay current, and make sure we just need to stay with that.</p>	Yosemite Leadership Program, Future Leaders
PM2_transcripts.docx	<p>I think of leveraging. I think of sustainability. I think of growth, and along with that comes money. It goes back to what I said earlier. How does this organism, how does this opportunity look across the spectrum? Let's say the spectrum is California, and the California university system, and the California park system, state and/or federal ... I don't know how much they deal with state parks. I just think of that. Different universities, different parks ... We're doing things that are relevant, so there's no reason to think that that same bridge wouldn't start happening in other areas.</p>	Yosemite Leadership Program, Resources, Common Purpose, Collaboration

PM2_transcripts.docx	the idea of any program that doesn't have some level of stable funding, you're always being reactionary. Then you can never move things forward when you're always being reactionary. So, to have a budget that's somewhat set, that it gives you an idea of what you can do and what you can move forward, is really important. I guess, think of that in generality. Sustainability, the money side of things for this larger ... What does it look like across the federal or state school system? Is it within those programs, that would allow for sustainability? How is that universities could become engaged with maybe supporting some of the funding? I went to college in the era of work study. I'm assuming work study is, are funding sources that are out there available to communities now. Universities have a certain level of money. Certain students that are otherwise in need of financial assistance can get so much money. Now they get a job on campus, and the university puts up so much or whatever. Right?	Yosemite Leadership Program, Challenges
PM2_transcripts.docx	There's a collaboration there. That's how I got my first job with the park service. Through the university, start getting involved with work studies that support these type of programs that enable the otherwise financially strapped folks to help kind of move things forward.	Future Leaders, Resources, Collaboration
PM2_transcripts.docx	Don't be afraid of failure.	Chance/Risk
PM2_transcripts.docx	We need to find ways to enable, encourage, grow creativity, for lack of a better term. The ability for people to be creative in solving problems, whatever those problems are. We need to find ways to foster that.	Persistence

PM2_transcripts.docx	<p>At it's fundamental core, creativity. Creativity in problem solving, and the freedom to do crazy ideas. Who cares if it doesn't work, right? But we need to encourage that environment. You think about somebody in larger systems and corporations and places where people enjoy working. I think that's a component that seems to be in play, that people have this opportunity to just express their creativity in ways that never would have been thought about before. Maybe they're not applicable, but I think the more we do that ... In all fields, the ability to solve problems, to compromise, to find solutions to move forward. I mean, it's easy to say, "I'm gonna be black or white on an issue." I mean, maybe it's hard because of what people think of you, but it's relatively an easy thing to do. Finding solutions to problems, finding creative solutions to problems, finding a way to meet in the middle so that bridge can continue to be built ... That's the hard spot. I think that's where we need to start moving folks forward.</p>	Common Purpose
PM2_transcripts.docx	<p>I think we're doing the things that we've been able to accomplish in last four or five years because we've had consistent funding. That's hands down been the most positive thing, because then people aren't worrying about money. They're not worrying about the next paycheck. They're realizing that there's some stable funding, and it allows that creativity to happen. For me, it's how is it that we build that into these kind of programs so that they can be successful? Then, really, I think we have the opportunity to bring it to the next level. I think we're starting down that road. Colleges and parks, on the larger scope, and then how do we connect back and work together?</p>	Yosemite Leadership Program, Challenges
PM2_transcripts.docx	<p>I think that our issues are gonna be ... Again, just throw practical things out ... The other one, managing scientific research and installations in wilderness.</p>	Protecting Resources - Conservation

<p>PM2_transcripts.docx</p>	<p>Wouldn't it be great to have that collaboration at different stages throughout the project, so that whatever we're doing to kind of build into it, Sequoia is doing the thing. Or maybe whether or not the Inyo National Forest is doing the same thing. And then that way, when the researcher's sitting down to do whatever project in what park, there's some continuity there. Maybe it's just the continuity of, "Hey, this bar... I've been doing research in wilderness ... is much higher, and we have to do these kinds of things." It becomes that common understanding. Therein lies a whole different tangent, right? How are we educating the researchers about researching in wilderness, and what that minimum required content really looks like?</p>	<p>Collaboration, Yosemite Leadership Program</p>
<p>S3_Transcripts.docx</p>	<p>So the Yosemite Leadership Program it is a two year leadership development program. [00:25:05] It's broken down into two separate kind of years. So the first year is a lot about, building yourself and breaking down the barriers that you set up or that society has set up and breaking those down and becoming part of kind of a community and learning about yourself and learning about your [13.4] leadership abilities and other, you know, skills and characteristics about leadership pretty much. And then the second year is about taking everything you learn in that first year and implementing it into a community capstone project so. You would work with a group within YLP. And then you also work with a community partner to implement a capstone project that you've chosen. And then you graduate the program and then there's also the summer internship which is a three month long summer internship in Yosemite National park.</p>	<p>Yosemite Leadership Program, Congruence, Consciousness of Self, Society/Community Core Value, Collaboration, Resources</p>

S3_Transcripts.docx	It's a fantastic summer. And you're pretty much an intern with a specific supervisor or division within the National Park Service for three months and you take an environmental stewardship or environmental leadership class as well over the summer.	Yosemite Leadership Program
S3_Transcripts.docx	I've graduated the two year program and I've done the summer internship and I've gone back and been the student ranger with a summer internship so I've kind of been a leader slash assistant for the summer internship coordinators.	Yosemite Leadership Program, Consciousness of Self
S3_Transcripts.docx	I work at the Wilderness Education Center in the gym. So once you graduate the summer internship you become eligible to work the desk essentially as a ranger. There's a lot of other qualifications but that's like the main one.	Yosemite Leadership Program
S3_Transcripts.docx	So the social change model. It was kind of like what they teach us in the first year of YLP. So it's like a leadership model that we follow. So it starts with the individual you learn about and be able to make commitments you learn about being aware of yourself and of your environment and then you learn how to have like personal empowerment how to empower yourself and others and then how to work in a group as well and collaborate with others. And also how to have conflict of civility. So how to, when you reach conflict how to deal with that positively. And then there is the next step which is community so which is like citizenship and having like same core values and ideas and then using all of, all three of those so your individual, your group, and your community to all implement social change. And all of them kind of interlink in a circle.	Yosemite Leadership Program, Society/Community Core Value, Group Core Value, Individual Core Value, Controversy with Civility, Consciousness of Self, Commitment, Collaboration



S3_Transcripts.docx	So leadership to me is the ability not only to lead but also to be an effective follower. So I guess a lot of people think leadership is just like being able to always take a lead and always be that person like be in control but I feel like being an effective leader like leadership itself also requires like being able to step back and understand like I'm not always like the most qualified person to lead and I can lead by being a follower.	Congruence
S3_Transcripts.docx	You know it's also like being able to adapt and that could effectively communicate like having shared core values. I [25.4] feel is kind of what leadership is based on.	Individual Core Value, Communication
S3_Transcripts.docx	I feel like it's incredibly important to be, to be an effective leader you need to have an understanding of your core values. Because it's really difficult to lead a group of people if your values don't align, right. So knowing yourself knowing how you work, your communication, how, how comfortable you are with certain communication methods, what you're not comfortable with. I [00:27:55] think, knowing how essentially, how you work is what makes you a leader right. So being honest with yourself and being like you know I'm not very good at that, because I'm not very good at that, you know, I can communicate that, and you know we can work around that and like as a leadership thing. So I feel like its super important to know yourself	Consciousness of Self, Communication

S3_Transcripts.docx	I guess being a leader it requires you to put yourself in situations that you're uncomfortable with sometimes and to challenge yourself which is, which can be good obviously challenging yourself. But it also like being a leader can be like taxing you know like, if you're in a leadership position and people are coming to you and it's can be very stressful and like draining emotionally and physically sometimes. So I feel like that's a downfall of leadership you know and just learning how to cope with that is like be important too.	Congruence, Commitment, Chance/Risk, Stress, Leadership, Consciousness of Self
S3_Transcripts.docx	So to me Yosemite Leadership Program was kind of like the decision or event that set me on the path that I am on right now and it made me who I am today if I didn't make that decision to join this program. I would probably be an entirely different person. I probably wouldn't even be in college anymore. It was like what kept me in college after my first year which was like kind of a cool thing I guess.	Yosemite Leadership Program, Consciousness of Self
S3_Transcripts.docx	So my first year in college I like, had like a really rough time. Like I had like some people in my family die. I was having family problems and then I failed a couple of classes.	Challenges

S3_Transcripts.docx	I'm from Southern California so about an eight hour drive away so it's like far. Far from home far from family. So you know I wanted to drop out. I was like I'm done. I'm like not me for college or whatever. And YLP was like the only thing that I could get myself to go to every single week cause we have weekly meetings so I like stopped going to classes. I was like I'm done. I want to drop out but like I kept going to YLP every single week. And they were like kind of the support group and like the community that like kept me going like it was kind of like what brought me back every week to school.	Yosemite Leadership Program, Challenges
S3_Transcripts.docx	It was like just being in that community. People who like, who like cared honestly cared, like I never met people like honestly think deeply cared about like me as a person and like what I was doing in my life and stuff. So like really cool to have that support group. And then also it was kind of like. All these people are like just like me we all have like the same pa-, not the same but we all have similar passions and beliefs and it was kind of like refreshing every week to go and be like you know this part of my life doesn't suck and it's something that I can focus on. And it was like. It was a really nice thing to have I guess.	Society/Community Core Value, Yosemite Leadership Program
S3_Transcripts.docx	So I ended up having to like take that initiative to do it even though I was tired and I really didn't want to be like. Like mean like,.	Congruence, Communication, Consciousness of Self, Leadership
S3_Transcripts.docx	Ok, stepping out of my comfort zone to take initiative and to control the situation	Chance/Risk, Commitment, Individual Core Value
S3_Transcripts.docx	I didn't care anymore, I was like like this needs to be done. I don't care if you hate me.	Consciousness of Self, Leadership

S3_Transcripts.docx	<p>But it was it was amazing like to see how I you know when conflict and things came up like how it didn't like freaked me out as much I wasn't as worried about as like participants getting hurt or like you know and I don't know if that's because there was a little bit less pressure because there was more rangers or if it was because you know I had been in such a situation where I needed to like step up to the plate you know and there was like it a minute where again we were setting up camp and we got to camp after dark because we had been hiking all day and we had like stop longer than we needed to and I was like I was like a little freaked out, I was like, alright, we need to do this, we need to do this now, this is the way we need to do it. And like I had to like actually like take a step back like you know. No one's going to die. We're fine.</p>	Congruence
S3_Transcripts.docx	<p>Learned some things about, adapting, and like keeping my cool when I am like wanting to freak out and like yell at people to get their stuff together you know it's like.</p>	Consciousness of Self, Yosemite Leadership Program
S3_Transcripts.docx	<p>Adding a little bit of resilience [5.9] I guess was a nice thing you know I became a little bit more resilient to like changes in my environment that I wasn't expecting you know like things that like I didn't think like we didn't think we were going to get into camp at 730 at night when the sun's gone down. You know great being able to adapt. And adapt with like a group of people and like be able to communicate like hey this isn't what we planned but it's ok because we can do this instead.</p>	Persistence, Congruence
S3_Transcripts.docx	<p>Resilience, adaptability, and ability to communicate in different ways.</p>	Individual Core Value

S3_Transcripts.docx	<p>Like everyone communicates differently and understanding how people [00:37:50] communicate and how to change how you communicate to meet other people's needs. Just respon, like personal responsibility and integrity like to be and [6.8] look me and be like I committed to this so I am doing this type of thing. And just being like, yeah. Being aware of yourself in like the environment you're in and just being knowledgeable about you know whether it's a political or social climate or the environment that you're going into researching where you are going and what you're doing it is like understanding yourself like your core beliefs and values and like how you communicate, what your stressors are, and stuff like that is really important.</p>	Congruence, Communication, Consciousness of Self
S3_Transcripts.docx	<p>think that communication is like the big one like you know learning how to communicate and work in a group and also like conflict or civility. So just pretty much how to work and communicate with a group and like what you should do if there's conflict, how to reduce conflict and things like that is really important. Which I think it's like a main solid one to start with because like if. You know you can build off of that.</p>	Controversy with Civility, Communication, Congruence
S3_Transcripts.docx	<p>And then I guess learning about adaptability is really important too because I don't know if you're a really rigid person who you struggles with change. I struggle with change a lot. I don't like change. I like my schedule I do the same thing every single day.</p>	Consciousness of Self

S3_Transcripts.docx	So I feel like adaptability is a super important thing to atleast talk about, like teach about it is that better. What else. I guess time management skills are also I think are really important. Which kind of is a kind of goes into adaptability like a little bit but um. Yeah being able to manage your time in like your balance your priorities, and like where you are and stuff is super important because if you can't manage your time then how are you going to ever get anything done.	Consciousness of Self
S3_Transcripts.docx	I like, the main one is your core belief system. If you have a strong core belief system and you like I believe in this, this is what I believe in you are not changing that belief like say it is about environmental change, like environmental stewardship. I believe in environmental stewardship you are not going to change my stance on being an environmental steward you know. People will like really respect that and like they know that they can come to you if you are like solid about this you know. Which you know. So you have these core beliefs that you know you're not going to change or that you feel very strong about I feel like that could really help with social change you know because you're like, This is what I believe in. Oh you believe in that too. You know now you have a group and then eventually you have community.	Society/Community Core Value, Protecting Resources - Conservation, Individual Core Value

<p>S3_Transcripts.docx</p>	<p>hey first need to learn about themselves right. They need to know like how to communicate, what they don't like, what they like. And then. Just learning about communication and different communications styles and like being able to effectively communicate. So like whether that's like talking or using social media or e-mails. I guess, personal responsibility. And then also the ability to not be afraid to hold other people responsible for their actions. But also holding yourself responsible for your actions.</p>	<p>Commitment, Congruence, Communication</p>
<p>S3_Transcripts.docx</p>	<p>Yes, deescalate that situation and be able to deal with it. In a non, I don't want to say violent but like a non-threatening. Yes. Just like answering</p>	<p>Controversy with Civility</p>
<p>S3_Transcripts.docx</p>	<p>ou collaborating with others is a really big learning experience. Because you tend to learn from other people and you kind of pick up other people's leadership styles how they talk what worked for them what didn't work for them. But just like really nice because you can take this and now you have look at new arsenal to you're already like how your own leadership style. And then I guess you also just really learned about yourself working with other people like. You might learn like. You know I really don't like like what this person did and I don't you know I don't want that you know and I don't do that. You end up learning about what you like and dislike when working in a group. And also just pretty much how to, I want to say how to communicate with people correctly. Communication is the big one it's like my favorite thing in the entire world like communication. But um. Learning social skills and how to communicate. Because some people don't have a lot. Like I came into college with leading zero social skills. I was pretty awkward</p>	<p>Collaboration, Resources, Congruence, Communication</p>

S3_Transcripts.docx	<p>When you work with a group of people on something that is really difficult and really hard and you guys all are really really really hard you get this sense of satisfaction and they really bonds you together. Like for example I led a trip for the first year cohort. For their, they have a retreat that they go on its a two day and retreat. This year we went to Point Reyes and we cleaned up trash on the beach and we ended up pulling out like probably like 500 pounds of trash that wasn't like our, we just wanted to go for a hike on the beach. And we ended dragging this tire that had the rim and everything so it was super heavy and we ended up five of us. We found rope and we just tied it to our waist and we drag this tire for like five miles</p>	<p>Collaboration , Common Purpose , Group Core Value</p>
S3_Transcripts.docx	<p>So like things like that, really bond people together you know you get like these personal jokes and you really understand your own strengths and weaknesses in other people's strengths and weaknesses. Just like, you get the sense of positivity like, Wow that made me feel really really good that I was able to do this and I was able to do this with this group of people. We like a kicked ass! You know. Getting that sense of satisfaction I think makes you want to do good. You know. I did good, it made me feel good so I'm going to do good again.</p>	<p>Common Purpose Congruence, Commitment</p>



<p>S3_Transcripts.docx</p>	<p>So like when you're in that first year and second year the opportunities that are available to you are like going on trips such as, like we go rock climbing and we go hiking and we go on a ropes course. So. It just. Opportunities like these really give you and give you the ability to take a leadership role within like your group and community we're rock climbing and I'm climbing with one other person so you can take leadership or a leadership role in a group of two people like I'm going to yell out the belay calls you know and I'm going to say this and I'm going do that. With hiking. You can be like hey let's not throw, you know you can set ground rules or you know the opportunities are kind of like small scale leadership roles like being able to see how other people's leads like the people that are leading this trip. And then of course there is like the capstone and the internship right.</p>	<p>Yosemite Leadership Program, Challenges, Collaboration, Resources</p>
<p>S3_Transcripts.docx</p>	<p>You're actually actively taking a leadership role in the community. And you know like when you're working with a teacher or you're working with them something like Crop Mobster you're</p>	<p>Congruence, Society/Community Core Value</p>

S3_Transcripts.docx	<p>And then like I guess the wilderness Education Center it's like a job you know you can take everything that you learned in YLP and summer internship. It's a job and you can lead trips with high school students you can go and talk to fourth graders. You can be lead like women empowerment trips into the backcountry or you can like I think one of my favorite things is that a lot of us whether we're working or were in the program we get the opportunity to talk to people. So a lot of times. We. We're asked to speak at like presentations, and we get to interact with people like the Superintendent of Yosemite National Park or we get to interact with a lot of us got invited to go when Zinke came. We got invited to go see him speak and go talk to him. Which is really cool so we get the opportunity to push ourselves out of our comfort zone and give presentations and talk to people.</p>	<p>Yosemite Leadership Program, Challenges, Chance/Risk, Commitment, Communication, Congruence</p>
S3_Transcripts.docx	<p>The networking opportunities from YLP is like nothing that, I always talk to myself sister at Berkeley and she's like</p>	<p>Resources, Collaboration, Yosemite Leadership Program</p>
S3_Transcripts.docx	<p>Yeah she's, she's [00:46:47] like I can't believe you have all these opportunities. I was like why don't you go talk to blah blah and she's like I can't, you don't understand it's not the same here. So, I guess that's kind of YLP and the culture of UC Merced together</p>	<p>Collaboration, Resources, Yosemite Leadership Program</p>
S3_Transcripts.docx	<p>I think we do have a lot of discourse like within our group. We talk about political, social, and environmental events that happen and we make time to like. To just talk about things. Like if something like. Let's say. Like the DACA decision we were given space to talk about that in YLP and to talk about options and what we thought of that situation.</p>	<p>Yosemite Leadership Program, Society/Community Core Value , Future Leaders</p>

S3_Transcripts.docx	I feel like it's set up as a role for YLP. We're taught to be very open and we're a very diverse group of people	Yosemite Leadership Program, Consciousness of Self, Culturally Inclusive
S3_Transcripts.docx	So opening up dialogue during when events happening has really helped us to learn about each other and how to really handle situations with different and diverse people. You know we champion diversity and we want to learn about it and we want to be prepared to deal with it right. So I think. Giving us the skill set that we have to deal with diversity kind of sets us up to go out into the community right. Because a lot of us come from different backgrounds.	Congruence, Yosemite Leadership Program, Consciousness of Self, Culturally Inclusive
S3_Transcripts.docx	I guess and a lot of the times that we're kind of encouraged to go into the community and to work with the community. Through things like mural projects in the communities or through our capstones and stuff and I feel like we're really given the skills to do so and that a lot of us have the passion we do so, you know so, we see places like Merced said that are underserved communities with, this place like a mine of diverse people like we have. Like huge groups of different people like, Japanese Immigrants, we have Religious and ethnic minorities here. So it's like a really beautiful place to like want to make change and to work with community. And I feel like the people that we have come and speak to us and the people that we work with really allow us to learn about that. And be set up to do so in the future if we like want to. Which I think yes. Pretty. Passionate about that.	Future Leaders, Change, Society/Community Core Value

S3_Transcripts.docx	The partnerships are everything. Without the partnerships, I don't really know what YLP would be. Because one the partnership with the National Park Service, that's kind of what we're based on the National Park Service and partnerships with people like Ron Kauk and he's super famous rock climber and also do you know who he is?	Collaboration, Yosemite Leadership Program, Resources
S3_Transcripts.docx	People like there is an artist from San Francisco who comes in and we have all of these people that we've made connections with who, we have partnerships with who come in and speak to the students an like Latino Outdoors and places, and like people, and like organizations like that who come and talk with the students and act as resources. And I feel like if we didn't have those partnerships that our organization really wouldn't be anything that special you know having these partnerships is what makes us, be able to have the conversations that we do and do the things that we do and be the people that we are really these experiences.	Collaboration, Resources
S3_Transcripts.docx	With YLP it's is something what you put in is what you get out. So if there's a participant who. You know they can't make it because they work because they're in a sorority they have all these jobs you know and they only, they show up to meetings every once in a while they go to the extra things every once in a while you know they're not giving out what they shou- You know what they should because nothing in as much they don't they can't put on everything. So. Some participants kind of suffer right, because you know they're busy and they can't you know. And then something else that I didn't notice when I was in it. But now that I notice that I'm out of it is.	Yosemite Leadership Program

S3_Transcripts.docx	<p>Sometimes people get shut out and they are the ones who tend to drop because they just YLP is really big on my community and family and um, like people who are not as social or not as open tend to have a difficult time become integrating into that community and family like it's usually when they, you know. Those who don't make that connection. They tend to not be able to stay for as long because it's you know it's difficult to stay in something that doesn't like, you don't have a connection with, you don't feel something for. Also yeah I guess being committed to the program it's a lot. Two years the you know like five or six weekends each semester.</p>	Yosemite Leadership Program
S3_Transcripts.docx	<p>The capstone is like a class. It was hard doing, like the capstone is hard, you know, a lot of times like that commitment like not only does it scare people off but, when the second year comes around they're like I can't handle this you know because not only are the another year older and the year later in school so there classes are harder and the workload is more. And a lot of them start getting jobs. So yeah it is hard trying to stay in like in this program when like you are second, third, or fourth year.</p>	Yosemite Leadership Program, Challenges, Commitment
S3_Transcripts.docx	<p>Just knowledge and experience being open to new experiences and like the [3.8] ability to still learn and go out and research things and just like having that skill set like be prepared and wanting to be prepared. Adaptability and communications. Being able to communicate and adapt when things go wrong things or when things go weird. And then. Personal responsibility, honesty, and integrity, with yourself and with others</p>	Individual Core Value

S3_Transcripts.docx	<p>So many people who come into YLP are already politically aware and engaged. So we take the time to talk about social events and political events and de-brief what's happening around us. Yeah. I think continuing this culture learning being open. To other people's ideas and being socially aware allows us to not only thrive but to adapt to social changes. And also I guess, you know the awareness of what's going on also allows us to support each other. So. Merced has a huge population of DACA and undocumented students and a lot of them are in YLP because it's like a percentage of the population right. So. You know when events like this happen able being able to support each other and adapt and change and talk about these issues I think allows us to thrive. You know. We're are highly like connected and like positive and kind of like a safe space community that allows us to thrive and this network of support and openness and ability to talk to each other. I think sets us apart.</p>	Yosemite Leadership Program, Challenges
S3_Transcripts.docx	<p>So being yourself first off. Going into programs, jobs, whatever and pretending to be something you're not and pretending to have the skills that you're not being honest, with that or yourself. You know that will almost always lead to problems in the future. You are not like honest about that. And like, if you're afraid to be yourself, you know it's obviously you're not going to be comfortable it's going to create problems and friction.</p>	Consciousness of Self

S3_Transcripts.docx	<p>Be open to change and new experiences. And don't be afraid to put yourself out of the box like, I remembered, there were so many people who were terrified of hikes, heights and they still went up like a 70 foot wall rockclimbing and they still jumped off of a pole when we went you know so not being afraid to challenge yourself and going into new experiences that make you uncomfortable. And most importantly what you get, what you put into it, is what you get out of it. You know I think that that goes for life, what you put into life is what you get out of life a lot of times and a lot of things so. Be ready to make commitments</p>	Chance/Risk, Commitment
S3_Transcripts.docx	<p>I think the main thing is that for a lot people YLP, is more, is so much more than just a leadership program. It's a family, a future. It's, like, what kind of makes a lot of us, US. For some of us it's different, but for many of us like we go through this program and we stick with this program and we develop with this program and it's like an integral part of our development as adults. It's a lot more than just like, oh it's like a snazzy leadership program. Right. It's like. It's like a part of us in a lot of us, like, owe a lot to the program</p>	Consciousness of Self, Yosemite Leadership Program
S3_Transcripts.docx	<p>So we were you know they asked questions and we were able to talk to them and also like I've been asked to speak at, for two years now I've been asked to speak at the open house for YLP. I guess, not super in depth as like here. But like I do get to talk about my experiences and share that with others. Which I think is super important.</p>	Yosemite Leadership Program, Role Models
PM1_Transcripts.docx	<p>Yosemite leadership program as I see it is. Is a multi year undergraduate co-curricular program that helps students prepare for both. Civic and environmental leadership opportunities and challenges.</p>	Yosemite Leadership Program

PM1_Transcripts.docx	it's also a cohort based experience and we have more of a theoretical process of understanding in the first year and then a practical or applied second year where they take on a capstone legacy project and in between there's is hope but not necessarily a requirement that they do a summer internship. And those are primarily based in Yosemite but we are also open to other experiences in other locations.	Yosemite Leadership Program
PM1_Transcripts.docx	Well the social change model is just one of many frameworks for leadership development. This one is very focused on creating positive social change. We kind of adapted a little bit to include social and environmental change in that big "C" in the middle.	Change
PM1_Transcripts.docx	The second you know when you start to move into the group there's the idea of you where, you find a common purpose.	Common Purpose
PM1_Transcripts.docx	Is the kind of idea of the last kind of step in the model where take all of what you've learned about yourself and group and how do you actually apply that to become a member of a civically engaged human in society. With all of this and the goal of it is to create positive social change, is the way the model is constructed	Change
PM1_Transcripts.docx	this is the theoretical underpinnings of all of the leadership programming at UC Merced it's also you know the foundation the theoretical foundation of the Yosemite leadership Program	Yosemite Leadership Program



PM1_Transcripts.docx	<p>From my perspective I think leadership is the idea of addressing challenges or problems either/or you know whatever context and creating a change in a direction. I think that it is significantly different than most of what we do, which is kind of advantage our experience or think about a process by which we manage the existence that we're in. I think leadership is taking a step beyond that kind of a managing of a process but actually trying to envision a different reality and move towards it. Or encourage yourself and others to move in that in that direction. And you know generally it is defined as a positive move and I guess that's a pretty like values-based statement. (laughter) But yeah, for me it's you know a movement towards a change that is maybe more inclusive more connected. And that it's a hope of engaging others in that move in that belief and in that action.</p>	Change
PM1_Transcripts.docx	<p>You know at least for me, if you don't actually believe, or have a strong sense of your own values then it's really challenging to convince others to follow you. So your conviction in this idea that you are credible or have some credibility are believable, are trustworthy. If it's also you know based on some kind of, purely theoretical notion without like a self-knowledge or a personal commitment I don't think it actually works</p>	Trust, Consciousness of Self
PM1_Transcripts.docx	<p>I think it's just what it means to be a leader is evolving and it is also kind of contextual.</p>	Consciousness of Self, Leadership
PM1_Transcripts.docx	<p>I think that we, I think there are certain traps like people's belief or personal beliefs on what it actually means to be a leader, who can be a leader.</p>	Leadership, Consciousness of Self

PM1_Transcripts.docx	I think there's especially in a generally patriarchal male dominant dominated society that is primarily, you know European descent or White. Who the leaders are what they look like is kind of expected in some ways and as defined, by that expectation. And so I think the pitfalls of leadership are that maybe it's not inclusive enough.	Society/Community Core Value
PM1_Transcripts.docx	Maybe it's, it's hard for people to see themselves as leaders when they don't have role models that look like them.	Consciousness of Self, Culturally Inclusive, Congruence, Role Models
PM1_Transcripts.docx	you know especially in large organizations leadership is primarily older and primarily white male. And so I would say that for me one of the major pitfalls is just creating the belief in people that they also can be leaders	Congruence Role Models
PM1_Transcripts.docx	I think it's the "why" of Yosemite Leadership Program for me is a couple of things. One I think we live in an increasingly complex society. It's changing. It feels like faster than you know, ever.	Yosemite Leadership Program, Change
PM1_Transcripts.docx	the why of the Yosemite leadership program I think college students and especially well, College students are represent future leaders. That's kind of how, at least I look at our educational system is preparing people to take on the challenges that the next, you know the next era. I think that it's, it's incredibly complicated and complex both and I think that, to make sure that students are actually prepared for that, there needs to be both a theoretical understanding or a didactic learning that that is then can be applied.	Change, Future Leaders

PM1_Transcripts.docx	a real foundational for me of YLP is that it is this opportunity to take or to practice these concepts in real life. And. And the why is, do we have. Are we helping people to be good global citizens and address the social and environmental justice issues of the 21st century. That are seemingly increasingly crucial for our survival as a species.	Change, Future Leaders, Citizenship
PM1_Transcripts.docx	I hope is that we're having them at least some initial tools and ideas that they can apply to being the leaders that we need in the future. And honestly the leaders that we need right now.	Chang , Future Leaders
PM1_Transcripts.docx	I think this all the way boiled down is like, are we helping people be better global citizens or not.	Future Leaders, Citizenship
PM1_Transcripts.docx	I think that wilderness has universal benefits and that national parks really do have this democratic ideal basis for all Americans why is this thing that I think for me was so foundational like, creating my sense of self and positive, like, personal experiences are part of who I am. Or is that experience only available for upper middle-class white people from you know, whose parents took them hiking and backpacking. And I thought that that was not the way it should be if we had this idealistic mission of National Parks or the democratic ideal the best places for all people.	Consciousness of Self

PM1_Transcripts.docx	I started talking to a bunch of mentors about what might be some opportunities to create more space for people of color in Yosemite wilderness. And through that I ended up writing the first proposal for a program that was funded and is now in its 11th year of existence that is a continuation to an existing program called Wildlink. Now that I think that's, for me is like the reason I picked this is because. It's what I hope that we're giving our students the opportunity to do, is to identify a need in a community and then have enough resources at hand, you know personally or in their network that they can feel like they can take action and maybe create some type of positive change in the world that they live in. And that experience led me directly to my job now.	Resources, Change
PM1_Transcripts.docx	The thing that I tell students that is related to this story is pay attention. Like look around and pay attention to the challenges in your community. So that and then you can start to take the tools that you have and apply them to those challenges.	Observe, Consciousness of Self
PM1_Transcripts.docx	What do you see in your world that you don't think is just or good or even good enough. So pay attention.	Observe
PM1_Transcripts.docx	There's a lack of equity in the system	Equity, Commitment
PM1_Transcripts.docx	I had, no positional of power at all. And what can you actually do from that space to move the needle and make change in your world that feels you know I think a lot of people who work in large organizations feel the grinding slowness of bureaucracy.	Resources
PM1_Transcripts.docx	My family background is one that is kind of rooted in like the counterculture, my parents were absolutely hippies and so this idea of taking action and not just ruining the existence in the world, so that's been part of my life as a kid very small. Before I can remember.	Citizenship

PM1_Transcripts.docx	I don't think there was any significant risk to my career is just it, it was a moment where I had to step from being you know in this, field role and step out and say these are my values and I'm just standing up for these values. And and I think in a large organization sometimes it can be a challenge especially one that has a uniform and 100 years of history. Yeah, to actually stand up. Hey, I think we should do things differently.	Congruence
PM1_Transcripts.docx	It was absolutely an inflection point in my career because I was at that time I had actually just finished, or I was headed towards an EMT course and I was really excited about search and rescue. And a lot of field ops and I was aiming in that direction. In some ways. And then. This. Writing that proposal actually put me on the radar for this, the job here at UC Merced. And I was encouraged heavily to apply for that. And I was actually, right around the same time. So. If I hadn't taken action, I probably wouldn't be sitting here talking to you.	Congruence
PM1_Transcripts.docx	You know because that's not how it happened for me. You know how it happened for me was my parents showed me how to do that and continue to teach me as I grew up. And so I felt like. You know. That if it doesn't come through your community or your family. And how do we. That they you know those young people deserve that same kind of guidance and opportunity. And. So. If I hadn't done it those kids wouldn't have had that opportunity. uh, Yeah. I hope that you know some very small way it's made Yosemite a little bit of an equitable place and I think in a very small way it has, but obviously it's just one step.	Equity, Resources, Commitment

PM1_Transcripts.docx	The challenge I think this is the same for anyone who's working towards creating change of whatever scale that they're trying to do is that the contextual factors either support or kinda of don't support your actions. And what I've learned in this is that the superintendent level leadership of a park very much influences how resources are allocated and what priorities are.	Change
PM1_Transcripts.docx	I've been super fortunate that you know we were working on this. Right before Obama was elected. And then he was elected. There was a huge kinda national commitment to the equity and inclusion in national parks. And so fortunate you know to be aligned with national priorities. And now, it's hard to say what's going to happen.	Change, Equity
PM1_Transcripts.docx	The feeling I have is that, you know no matter what we call it, this work will continue.	Change
PM1_Transcripts.docx	I think youth need to know how to communicate, network, and collaborate	Communication
PM1_Transcripts.docx	So learning how to collaborate across organizational boundaries is really importa	Collaboration
PM1_Transcripts.docx	Being able to communicate your goals and values I think is really important and knowing who your allies are or cultivating them is also really really important.	Communication
PM1_Transcripts.docx	conscious and conscientious of the way that, you know, people are experiencing the world and then what the challenges are that you can actually address.	Consciousness of Self

PM1_Transcripts.docx	I work with is that, they are kind of told that they'll change the world they get into the working world and realize that that's actually really hard and lose hope. And so, maybe you like instead of just saying yes you can, you you're going to change the world and it's going to be better place. Is like look there is a possibility, but we also need to remember that we should, instead of lose hope is maybe scale back to the scope that actually we're still effective	Change
PM1_Transcripts.docx	I think the biggest individual quality is this idea of persistence. And then persistence because the challenges that they're facing on a global scale are humongous and they're not going to be quickly solvable. And so understanding that, that real change takes real work. And that it might not be the fastest process.	Persistence
PM1_Transcripts.docx	I think perceptiveness and empathy are also really really important.	Empathy, Congruence
PM1_Transcripts.docx	And I think that having empathy for others and compassion for others, is, is crucial, it's crucial. Where were on this ship together.	Empathy, Congruence
PM1_Transcripts.docx	I think that one of the real challenges that I see is the ability to communicate in a variety of ways. They're very reliant on electronic communication that is kind of depersonalized. And so the ability to communicate face to face or through the written word. With depth feeling and complexity in their thought is something that I see that is kind of scarily evaporating from the world.	Communication
PM1_Transcripts.docx	the benefit of collaboration is in seeing the world through other people's eyes or either personally or urbanization.	Congruence, Collaboration
PM1_Transcripts.docx	How do you actually see from others perspective and have common goals and [6.3] common values that tie you together.	Common Purpose

PM1_Transcripts.docx	So I think that collaboration is crucial to people, understanding each other either personally or organizationally and then compromising, learning how to compromise. You know the thing that I see in our politics is increasing polarization where people are holding more and more extreme views and publicly kind of trolling and shaming each other for their held beliefs and pushing people further and further apart. And if you're going to collaborate effectively you will have to compromise at some point.	Controversy with Civility
PM1_Transcripts.docx	understand that your shared values are goals though they may be very far on the horizon and that you have a significant difference of opinion and you might get there maybe that you believe it enough that's the same, that you can compromise on the actual pathway to get to that goal.	Common Purpose, Controversy with Civility
PM1_Transcripts.docx	This idea of of having big goals that are based on your shared values. Or goals that are big enough that they require you to try. You know I think that if you set your bar so low that you step over it without even lifting your foot really, you, there's not a whole lot that's learned in that experience. So goals that are big enough that you have to try hard. And that are based on shared values can help people grow.	Change
PM1_Transcripts.docx	I think like learning how to actually work together and then kind of forge indirection and dialogue as opposed to like discussing your held beliefs and you try and convince people of what you believe.	Controversy with Civility
PM1_Transcripts.docx	ut actually finding those shared values around a common purpose. I think that's a great way to see how we're more alike than we aren't.	Common Purpose



PM1_Transcripts.docx	<p>we in the first year we create a series of team building, wilderness based, or team building experiences where they can actually begin to apply some of the concepts of leadership and we ask them to do so, so those are usually the kind of smaller experiences that are practically oriented they're not huge they don't take much more than one day. But we just we just did our adventure race where they have two teams go through a series of six different kind of thought or are physically based team building challenges and get to the end. So that kind of stuff is, are things that we do in the first year in the second year. It's really about them taking a lot of the theoretical concepts that they've learned and then applying them to this capstone project which is a project that is community based. There are real projects with real outside organizations or different groups within the university and there are real expectations of, you know, goals and objectives and deliverables and evaluation, reporting and so that's a that's probably the biggest piece of the leadership opportunities that exist in the program. Beyond that it is also the pool with which we generally recruit our student rangers on campus and so they can take this, another step if they want to continue their relationship with the park specifically then I hire 8 to 10 students strangers at any one time. And if they want to continue on they can also matriculate into positions within the park and the other parks and that is something that has occurred.</p>	Yosemite Leadership Program
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<p>PM1_Transcripts.docx</p>	<p>think that any time that we as a community can find an opportunity to have positive discourse around subjects that are challenging and it's really important, it's really important, and I think especially in the organizations that are slow to evolve kind of based on their nature for wanting to protect and preserve. It's really important to engage people that have different perspectives. Because if it is you know, if we are in the business of this, this idea of well it's the Statement of the Democratic ideal national parks protected areas or public lands. And it is physical spaces, but it's also this this idea. That idea is formed by the citizens of the country and if the citizens of the country are changing and we don't actually engage in dialogue and what our values are as a citizenry. Then, I don't know. I feel like something very important is lost.</p>	<p>Citizenship, Society/Community Core Value, Controversy with Civility, Group Core Value</p>
<p>PM1_Transcripts.docx</p>	<p>I think so because the student population on this campus at UC Merced is incredibly diverse. And. As such you know the students that are then putting on the uniform also come from very different backgrounds. And to inject that kind of stayed organization with this new, new experiences and new ideas. Yeah. I hope that it has the impact of expanding people's thoughts and ideas of what you know what it is we're doing in and what we are trying to accomplish. Not just about the National Park Service but on a societal level or at least on a community level.</p>	<p>Yosemite Leadership Program</p>

PM1_Transcripts.docx	<p>We don't exist without partnerships. Yeah. I think especially because this is something that is outside of the purview of a national park. And is a new idea as far as imbedded partnership for a university with a national park relatively new idea, without the partnership we would be nothing really. We're not inside a park boundary, this is very non-traditional park service operation and it was really challenging for the first five years to get people to understand that if you want to do outreach and engagement with different communities you might actually have to go out to them.</p>	<p>Collaboration, Resources, Yosemite Leadership Program</p>
PM1_Transcripts.docx	<p>It's a crazy idea (laughter), but when when your existence is defined by hard boundary. It's, it's a hard one to wrap your head around like investing resources outside of that hard boundary. Yes without partnerships we don't exist our primarily, two thirds of our funding is soft funding and all of our, almost all of our Capstone projects are supported by community organizations. And, yeah most of the programming that we do in community is partnership based</p>	<p>Collaboration, Resources</p>

PM1_Transcripts.docx	<p>I think the main challenge that I deal with is year to year funding for a multiyear program. So our program model is a minimum of two years. You know the students I've worked with the longest were at I've known them for a decade. And our funding is very much year to year you know and the scaled back version if everything else fell apart I don't know what we would actually be able to deliver. So promising inexperienced participants that's a multi-year, and then having to hustle that's the biggest challenge. I don't know if we're on the cusp of a larger organizational challenge and it feels like we are but, part of what's been really beneficial to this partnership is that there has been a commitment from the government, you know from the federal Government of equity and inclusion in National Parks. And I don't know if that will change</p>	Yosemite Leadership Program, Challenges
PM1_Transcripts.docx	<p>Skills wise I think communication skills are, you know at the top. I also think that there are, is something around, budgeting and time allocation, planning and strategic, strategic planning because, you know these challenges. That are you know global climate change for example. Are challenges that are very very large and they're not going to be solved in one step. Other skills I think evaluation is something that's, so in an era of increasingly limited resources is what it feels like. I think, it feels like we're headed towards an era of scarcity and not abundance. And so how do you actually tell the story of your success so that you deserve the, your piece of those resources be it monetary or otherwise</p>	Congruence, Communication
PM1_Transcripts.docx	<p>I think that students need to be patient and persistent. And then have the capacity for compassion. I don't know that they need to be empathetic like I feel what you feel but I understand what you feel and experience</p>	Empathy, Persistence

PM1_Transcripts.docx	I think is really really going to be important because we're looking ahead at least what appears to be an era where natural disasters and human created chaos is going to be happening everywhere and so the challenge is also involve humanity.	Citizenship
PM1_Transcripts.docx	I think the need for good leadership that helps people come together around large scale challenges is only going to be more important.	Change, Collaboration
PM1_Transcripts.docx	My advice to them is to not lose hope. You know honestly it is, it is a dark looking world from their perspective, you know these kids have student loans. Their job prospects are not that great. It looks like you know in a lot of ways the world that they get to inherit is kind of broken. And what I tell them is this chaos lies opportunity, and you will have an opportunity to remake potentially remake our society maybe as a better more compassionate place. So don't lose hope	Persistence
PM1_Transcripts.docx	And then the other thing I say very consistently is this real change takes hard work and to not be scared of that.	Change
PM1_Transcripts.docx	The last thing I would say is this you know as someone who is on the practitioners are or is that I can't, I can't overstate the value of the inspiration that I get from the participants. And that you know I think as someone who has ended up in a in a position of leadership (inaudible). There is so much that is so much that I gained from the relationship that I didn't anticipate obviously.	Yosemite Leadership Program

PM1_Transcripts.docx	<p>But you know we can develop SOPs and curriculum and program manuals and all those things and I think those are incredibly valuable and they're needed because I think that you need to plan for leadership transition but you also have to bring your heart into things. And part of the reason that I think YLP is impactful to our participants is because we care about them. You know. And that's. And that's something that you know you got to find. Because it's not. In some ways like this is a job that I feel like it takes a lot of my time and energy and if I don't actually care about the participants I wouldn't give it. You know they would have a different experience.</p>	Congruence, Empathy
PA1_Transcripts.docx	<p>the Yosemite Leadership Program is a two-year leadership development program, that attempts to teach students about leadership skills, in a classroom environment where they're exposed to leadership curriculum, and then they get the opportunities to practice those skills out in the real world through a series of different events that YLP hosts. So team building examples, or team building activities for example is something that we'll do through ropes courses, through things like an adventure race, where students and participants work together and learn about what their strengths are, and have a safe space to practice some of their weaknesses and be exposed to that. And on a personal level, I think YLP offers its students and participants a sense of home, and a family. The director of the program and coordinator of some of the classes, does a really good job of creating a safe space for students to have an open dialogue about things that are going on currently in the world. So a lot of the curriculum every year is very relevant. So it does change, but the lessons are very similar.</p>	Yosemite Leadership Program

PA1_Transcripts.docx	The social change model from what I remember is it's the impact that you have and the type of leadership you practice with yourself, so the individual and then the community. And that's basically what leadership is. So each proponent of that, on the individual level, it's the different things that you do individually as a leader and practice as a leader within yourself, and the ways that you practice that with the group. For example, with individual, you have ... I can't remember what the Cs are, but you have when you practice, confidence or the way that you have congruency in your word, so it's like practicing that integrity within yourself, and then as it goes out to the group, you have things like conflict with civility, where you learn how to engage in a dialogue that isn't just dramatic, or someone isn't just wrong or right, but there can be compromise.	Group Core Value, Individual Core Value, Society/Community Core Value
PA1_Transcripts.docx	I feel like every year I learn more and more about it.	Leadership, Consciousness of Self
PA1_Transcripts.docx	I think that for me what leadership means is learning how to work in a group and foster the strength that is necessary for a group to successfully accomplish something.	Group Core Value, Consciousness of Self, Leadership
PA1_Transcripts.docx	There are different types of leaders, and there's different ways to be a leader. I think that it's very open-ended, but I think ultimately what it comes down to is practicing those C models, that leadership model. I know there's various other ones as well, but I really like this one because I feel like to be a leader it's how you lead your own life, and then how you work in a group, and then eventually in the greater whole, the world and the interactions that you have.	Consciousness of Self, Congruence, Change Group Core Value, Individual Core Value

PA1_Transcripts.docx	I feel like leadership is like taking initiative when others won't, it can be just being yourself and advocating for yourself and advocating for others that may not have the platform to do so for themselves.	Commitment, Equity
PA1_Transcripts.docx	I think it's really important, especially because ... and something I'm actually learning right now is when you don't know how things affect you, you react, and sometimes it's conscious and sometimes it's totally unconscious. So what happens is that when you're in a group, and something comes up and you're all of a sudden uncomfortable and you don't know why because you don't have a language for it, or an understanding of it, your response, sometimes it isn't very progressive, it doesn't get anywhere. So I feel like when you know yourself, when you have compassion for yourself and you are okay with yourself and love yourself, then you can have conversations very honestly, and emotionally honestly. Like, "Hey, this is making me uncomfortable," and not have an issue with that, and then discuss the discomfort as opposed to it being about you and your own comfort. It could be like, "This discussion is very uncomfortable. Let's talk about that."	Individual Core Value, Controversy with Civility



<p>PA1_Transcripts.docx</p>	<p>the negative or the challenge challenge that I face with leadership is there's sometimes this pressure to speak up, and I think that that is so valuable, to be able to speak up, but something that always comes into my mind is, what if I say something that makes things worse? Or what if I am speaking up and I'm not sure that I'm right, so I'm actually just making the situation more complicated than it needs to be? I think it's so important that we do speak up even if it's the wrong thing. I think sometimes things just need to be said, but learning how to navigate that, especially as we're becoming more aware of things that affect other people with our words. I think learning how to have that dialogue and how to have those conversations and which words to use I think is really important. So I feel like leadership has ... it's so new and it's iterative, so every year there's something new that we're learning about how to be a leader in a developing world. So I feel like there's definitely areas where we kind of don't know how to teach people about that</p>	<p>Individual Core Value, Commitment, Chance/Risk</p>
<p>PA1_Transcripts.docx</p>	<p>I love the why. I'm here because of the why.</p>	<p>Change, Future Leaders, Protecting Resources - Conservation</p>

PA1_Transcripts.docx	<p>The why of YLP is it's complex, it's this idea that you take students in this very formative year of their life, and this is a time where they're away from their families, away from everything they thought they knew about the world, and they're now stepping into it and becoming their own person. So the why of YLP, there's kind of the superficial stuff, which is they get exposed to wild places, they get to have all of these experiences and they don't have to pay for it, so it opens that access to a lot of folks, but I think the deeper why is what it does to the individual on the inside, and then how that gets spread through them. So for that, I think that on the individual note, people are taught that their voices matter, and they're taught that their actions also matter, and that the way that they behave in the world based on things like what they purchase, their votes, things that they advocate for, all of that feeds into a bigger picture.</p>	<p>Consciousness of Self, Individual Core Value, Society/Community Core Value, Yosemite Leadership Program</p>
PA1_Transcripts.docx	<p>And I think YLP gives people a look into that, and teaches them how to navigate that world. And then it also, I think, leaves folks with the sense of ownership of their actions, and ownership of these places. And then they take that, and it's no longer YLP teaching people about the parks or sustainability, but it's people having a connection with these places, and then sharing that connection and further sharing that vision and that value with people in their circle, in their languages, and in their own way. So I feel like it's just this really, really beautiful way of bringing people together to share a common value, and then kind of just letting them go off and share that with others.</p>	<p>Yosemite Leadership Program, Change, Protecting Resources - Conservation, Future Leaders</p>

PA1_Transcripts.docx	<p>It has to do with the government administration, but before Trump was elected, I honestly was so ignorant about politics. I just didn't know anything about what it meant to live in a democratic country, I didn't know how my voice mattered, and I also didn't understand the nuances of government. And then after he was elected, I started seeing people around me being affected by decisions that were being made from not only him, but just people in the administration. So for the first month, I was just depressed, and very much felt like scared. Like, I was just so scared and I felt bad for not knowing what to do, and I felt guilty for not doing anything.</p>	Congruence
PA1_Transcripts.docx	<p>So what happened was that I reached out to my mentors and to folks in YLP and I was just like, "This is what I'm feeling, and I feel so defeated, and I don't know what to do. And my dad doesn't know what to do." And what I learned was that it's okay to have that compassion for people, and it's very okay to feel even though I'm not being personally affected by these things, but to feel that compassion for other people, and that sensitivity. I can use that to vote for the things that I care about, call my representatives. I learned how to make those phone calls, who to contact, how to talk to, leave a message on the Congress persons, voicemail and things like that. The really cool thing about that is I also learned how to read and distinguish between fake news and accurate news. And the point where I was like, "Okay, I have to step up," was that whenever I saw something negative, like in an article about something that Congress is doing, or something that The House is trying to pass, it's no longer me just getting pissed off and then it stopping there, but I allow myself to be upset, and then I go looking for ways that I can make any kind of impact.</p>	Change, Role Models , Congruence , Empathy

PA1_Transcripts.docx	<p>guess I would repress what I believed a lot of times because I didn't want to be seen as an extremist, and I didn't want to be seen as just this type of person that you can put in a box. And what I've come to terms with is that these things matter to me. They create a reaction in me, and if I don't speak up, then people will also feel like they can't speak up. But if people who look up to me, or really value me as a person, and they see that I'm comfortable stepping up about these things, it might ignite a passion in them, it might encourage them.</p>	Empathy , Communication, Congruence , Role Models , Chance/Risk
PA1_Transcripts.docx	<p>was scared of being judged, I was scared that people would attack what I was saying and then that I wouldn't be able to defend myself. I was scared that I didn't ... because I didn't want to stoop down to violence, and I didn't want to fight with anybody. And I was really scared that if I were to post these extreme views, that people from the other side will be like, "Well, you're wrong because of this," and then I wouldn't be able to defend myself, and then the whole idea behind what I believe in would just kind of be shattered. So not for myself, but just for other people who are watching-</p>	Individual Core Value , Group Core Value , Controversy with Civility
PA1_Transcripts.docx	<p>as also nervous that I just wasn't receiving the right news. Like, what if I believe in these things and it's not accurate, or I'm looking at the wrong stuff. So that was also some of the fear there. And then also just afraid that I didn't know what to do when my friends came to me about these things, or that I wasn't a good supporter of them and advocate for them.</p>	Group Core Value, Individual Core Value

PA1_Transcripts.docx	I think I would've had to just live with the regret, and probably end up really, really anxious. I wasn't able to sleep for nights because I was just so plugged in. So I probably would've ended up anxious. I also wouldn't be very confident in myself, or proud of myself, just because I feel like I strongly believe in this and I always advocate for people to stand up for what they believe in, but if I don't do that, then how can I encourage them to do the same?	Group Core Value, Individual Core Value, Commitment, Society/Community Core Value
PA1_Transcripts.docx	I feel well-equipped. I feel like when I see those articles, they're no longer debilitating for me. They're more like, okay, we got to do some more work, we've got to call our congressmen again and man, I'm getting really good at my dialogue when I talk to them. And it's also, I feel like I'm past the point of, "What do I do" to more like, "How do I do this?"	Consciousness of Self, Leadership
PA1_Transcripts.docx	nd I think that's where the hope comes in, because I could see that there is a course of action that I could take. It's no longer it's just dark. It's like I could see this course of action, I just don't know which path to take, or what the discourse is like.	Empathy, Congruence, Controversy with Civility
PA1_Transcripts.docx	I feel like it's important to stay aware and to educate ourselves. So something that I try to do now is I try to stay informed, and whenever I'm making decisions about things, I think a lot about how it ... I've always thought about how it affects people around me, but I also, whenever I'm public speaking or making a point about some more sensitive topics, just researching and being well-read, so that when people ask me questions about what's going on in politics for example, I'm not just confused about it or just reading a headline of an article. It's more like I have read a bunch of articles, and this is what I've gathered from it. And learning just how to give folks more support, but then also for my own peace of mind, just more awareness.	Communication, Congruence, Resources, Group Core Value, Individual Core Value

PA1_Transcripts.docx	<p>We live in this day and age where we can publicly speak online because we have this ... we're anonymous. And because of that, we have this forum where we can comment publicly and yet we were never really given the tools with which to have those conflicts with civility online, because it's so new, and I feel like it's advancing at such a rate that we are not catching up, like we're not caught up yet. So I feel like in today's world, what we need to do is we have to have more compassion as we're becoming more polarized. I think we need to learn that we are more alike, we share more in common than we have differences between us. And that's really important especially when we see things online that trigger us or make us feel really heated and like, "Oh, that person is this kind of person," and put them in a box, because we're not like that. And I think what we'll find is, if we engage in a dialogue with someone as opposed to just a conversation and that's it, we'll be able to come up with compromises and actually understand what issues are as opposed to what the individual problems are. So I think navigating public forums and how to comment online, so that it's actually impactful and it has a purpose behind it as opposed to just kind of cattiness online.</p>	Controversy with Civility , Common Purpose
PA1_Transcripts.docx	<p>I don't want to encourage people to feel sad or anything like that, but just learning to be okay with your feelings as they come, as opposed to-</p>	Individual Core Value

PA1_Transcripts.docx	<p>I think other individual qualities is true confidence, when we're making decisions and where that confidence comes from, or how to develop that confidence. It's not just this superficial, like, "I'm going to raise my head like this and I'm going to tell you what to do," kind of confidence, "Because I know what I'm about and I love myself," but more like the kind of confidence that stems from knowledge, and information, and the confidence that comes from having sat and talked to other people to reach a decision and feeling confident about what you feel about that decision. So yeah, developing that confidence I think would be a good individual skill to foster.</p>	Consciousness of Self, Congruence
PA1_Transcripts.docx	<p>Also service. I've come to realize that something that makes a difference in people's lives is the amount of service that they do in their lives. And I think that's how people find their passions. It's not so much that they graduate college and then they find a job that they're passionate about and then they live happily ever after, because there's just not enough jobs for us to survive off of our passions. But if you provide a service in some way, and you do something that is bigger than yourself, that helps other people, that helps the world, I think that's where passion develops, and that's where happiness will come from, and satisfaction with a job. So learning about passion, and then also service.</p>	Individual Core Value, Commitment, Group Core Value, Society/Community Core Value

<p>PA1_Transcripts.docx</p>	<p>I've been recently thinking a lot about Martin Luther King Junior, just because his rhetoric was phenomenal, and I also think about the Dalai Lama, and both of these people who I value a lot, they got ton of compassion which I care about, they're sensitive human beings who don't pit people against each other, and they don't ruminate over the bad things, and instead what they do is they bring people together with a common cause. And I feel like they really demonstrate and illustrate that we do have more in common.</p>	<p>Common Purpose</p>
<p>PA1_Transcripts.docx</p>	<p>So he had an idea of how to fix the world, but he wanted the same changes that I did. We just saw them differently. And it just made me realize, and I felt like that's what the Dalai Lama does, and that's what Martin Luther King did, is he never was like, "White people are bad," and this and that. He's just like, "Hey, we want to feel safe and we all care about our children feeling safe, and we want this kind of future, and I have this dream." So I think yeah, having that compassion, having the patience and the want to communicate with people, with groups that are different from yourself. I think that's another value. And then knowing how to communicate that across different people and different backgrounds. Communication.</p>	<p>Society/Community Core Value, Congruence, Communication, Empathy, Individual Core Value, Controversy with Civility</p>
<p>PA1_Transcripts.docx</p>	<p>I think they need to learn how to communicate with each other. For example, there is this acronym, and I can't remember it, but it's whenever you're having conflict and how to handle with civility, learning about how to make it about the situation as opposed to the person and their beliefs and their values.</p>	<p>Commitment, Controversy with Civility</p>



PA1_Transcripts.docx	<p>Learning how to ... for me at least, it's how to be okay with demanding more from a group. It's really easy for me to just be like, "We're doing great, we're doing great. This is awesome. Everyone's lovely," and it's challenging for me to challenge my group. Even though I can see their potential and I know that they're capable of doing things, sometimes it's hard for me to ask for more from them. So learning how to demand that of the group I think can be really beneficial. Being comfortable having awkward conversations is also a really good skill for groups and leadership. And going into the growth zone instead of staying in a comfort zone. I know that Steve Jobs, when he was first told about making cell phones, he was just like, "Nuh-uh. I don't want to do it." And he had to be convinced multiple times. So for him, that was really challenging. He had to be brought into that growth zone by a team member, and then once he was there and learned more about it, then he was for it and was able to be innovative. But I feel like change doesn't happen from the comfort zone. Change happens when you're kind of pushed out into that.</p>	Group Core Value, Chance/Risk, Commitment
PA1_Transcripts.docx	<p>I mean, as an individual you've got this lens that you navigate the world with. You have your experiences and your history and your background, so whether we like it or not, we look at the world very specifically through that lens. And by interacting with other people you get to try on different lenses, so as a group, what you're able to do, especially with diverse groups, you're able to come up with very big solutions to problems that you didn't even realize were there in the first place.</p>	Group Core Value
PA1_Transcripts.docx	<p>Together that perspective can collaboratively lead to a bigger picture, kind of like a mosaic.</p>	Group Core Value, Collaboration

PA1_Transcripts.docx	I think it's invigorating to be involved with positive social change. When you see people's faces being impacted, you ... I think as human beings we feel like this want to be happy, that's what we want to do, and I know that we also really enjoy making other people happy	Change, Society/Community Core Value
PA1_Transcripts.docx	So individually, on that level, human interaction, that is just good for us health-wise, and in a group I think what it does is it encourages people because it shows them that there is hope, and that when you come together, that you're not alone in creating these changes. You have a support system, and you can actually make something happen, you can actually change something. And it may not be right away, and it may not be exactly what you wanted, but there's action collaboratively.	Group Core Value, Collaboration, Society/Community Core Value, Change
PA1_Transcripts.docx	Within the program there's tons of opportunities for people to practice leadership. Something that we're currently working on is building an alumni coalition to keep folks involved.	Yosemite Leadership Program, Society/Community Core Value
PA1_Transcripts.docx	So that's with helping with the ropes course for example, helping with the adventure race, helping with rock climbing. And this is to get folks to come back into the program and teach the skills that they already know, so they're given just the platform to do what they already know how to do.	Yosemite Leadership Program, Resources
PA1_Transcripts.docx	And then other opportunities that exist because of the program is when we go into the park for example, we have this background where we all came from, it's like these shared values that we carried with us, that we then put into those interactions, into the park. So there're speaking opportunities to speak to donors, opportunities to-	Resources, Yosemite Leadership Program

PA1_Transcripts.docx	There're opportunities to speak to little kids and to future generations of people who may be interested in something like this. I've found the most opportunities through YLP in conjunction with working at the Wilderness Center. I found that's where I've found my leadership skills.	Yosemite Leadership Program, Role Models, Resources
PA1_Transcripts.docx	Yes, it should, and I think every leadership program that exists should. I think as a people and the whole, we need to learn how to have these kinds of conversations, and acknowledge that this discourse is happening, because these events are going to happen whether we are prepared to navigate them or not. And the way I see it is, we can see what's going on in the world, and we can see very good examples of leadership, and we also see very bad examples of it. And programs like these can foster, build the respect but also demand in our future leaders. I think that if we teach those things in a leadership program, we're going to demand those things of our leaders.	Society/Community Core Value, Change, Controversy with Civility
PA1_Transcripts.docx	I think that it's important to have those conversations, and what's also important is that the goal that comes from those conversations isn't necessarily to persuade or dissuade anybody from a given belief. It's more I think just opening up the floor for people to share what their belief are in a place where they don't feel judged, or they don't feel attacked for believing what they believe.	Individual Core Value, Group Core Value, Controversy with Civility

PA1_Transcripts.docx	I think we have our beliefs, we have our backgrounds, we're very diverse at UC Merced, we're one of the most diverse campuses, so we're all coming from very different backgrounds, and if we don't talk about our values and we don't talk about where we come from, how can we ever expect anyone to know us, and then care about us? So I think that one way that YLP can bridge that is by opening the floor to those conversations, creating that safe space for people to have that dialogue and not tolerate any negativity from it. and I think it could also focus on bigger picture concepts.	Society/Community Core Value, Yosemite Leadership Program
PA1_Transcripts.docx	But you see what all of these religions have in common, you see the common values that they all share, and you teach that, and you also do it in a way that's ... when you're teaching ethics, you're not just talking about these things but you're practicing them.	Common Purpose, Controversy with Civility
PA1_Transcripts.docx	I mean we are a partnership, we're a collaboration between the National Park Service and the university, and we get our funding there, but we also get various opportunities to have experiences in all of these different people's hands that are in the program. So we talk to people in the conservancy for example.	Resources, Collaboration, Yosemite Leadership Program
PA1_Transcripts.docx	So the really awesome thing about that is that you now have this collection of values that are shared across different organizations, and you can come together with a common purpose. And I feel like it just eliminates the, "Where do we stand with this, and what do we think about this, and what do we believe in?" That's all already there. We all believe in very similar things, and then because we're such different people, we get to take different approaches to how we manage that belief.	Common Purpose, Society/Community Core Value, Change

PA1_Transcripts.docx	I think one of the challenges that I'm thinking about is how do we continue this legacy outside of those two years? When people graduate and they're off living their lives, how do we connect with them again? How do we keep them involved with the program and their sense of community, but also how do we prepare our students for when they graduate and they're off. Where is the feedback loop?	Yosemite Leadership Program, Challenges
PA1_Transcripts.docx	So that's the hope behind the alumni coalition. Another challenge is thinking about ... and I don't know if this is so much a challenge as just something I haven't thought about, but how do we take YLP and make it worldly? How do we take it to go from this one organization in one university in one state in one city, to being global, and practice what we practice here, and bring it outside. Because I think a lot of what makes YLP special is honestly Jesse and Jacob, they are phenomenal. If you've ever sat in a meeting with them, I study them all the time and I look up to them in so many ways because they have so much passion and love, and they just are so cognizant of how to navigate these conversations. A lot of times someone will bring something up and I'm like, "What's going to happen?" and Jesse's just on it, and he just opens it up and then you leave ... I've always left those meetings and it's why I stayed around, is I always leave feeling passionate and invigorated, and I'm just reminded of how good the world can be.	Society/Community Core Value, Resources, Yosemite Leadership Program, Challenges, Role Models

PA1_Transcripts.docx	think being able to communicate in small groups and in large groups is really beneficial, and I think learning how to work in a team and foster your own strength and apply that or use that within the context of the whole group is a really good ability. I think, that's essential for folks to be leaders in the future. Capacity, I think having ... something I've really learned is whenever I go in my fight or flight mode, or freeze, learning how to change the amplitude of that. So instead of going really extreme, or just like if someone touches something that's obviously sensitive to me, and instead of going into like, "Well, I'm going to give you attitude," just like taking a step-	Communication, Congruence, Individual Core Value, Group Core Value, Controversy with Civility
PA1_Transcripts.docx	Like, keep the fierceness and apply it to progress as opposed to making someone feel angry. But I think speaking from a place or learning how to speak to people in a place where they will listen and actually hear what you're saying instead of feeling attacked and then going into their heads, and no longer listening to what you're saying, and it being about like, "Oh, there's drama now." So having the capacity to just not take things personally, and not to get hypersensitive about certain things, so that you can think clearly for a solution instead of thinking about how to protect or defend yourself in a given situation.	Controversy with Civility, Communication, Congruence
PA1_Transcripts.docx	I think that they're made unknowingly. We don't realize that when we're in the classroom how much we're absorbing until we come across a situation where we normally would've acted one way, but because of what we learned, we know that we shouldn't act that way or that it's not-	Yosemite Leadership Program, Future Leaders
PA1_Transcripts.docx	So there's very intentional programming that happens every week. We use a book to format the courses, we use relevant examples-	Yosemite Leadership Program

<p>PA1_Transcripts.docx</p>	<p>So we do one on communication and the different types of communication. It's called Silent Opera, where we'll have groups use ... they will be disadvantaged in different ways, from using certain types of communication. So one of them is like, you can't see an object, another one is you can't speak, another one is you can't speak or see. A person has to navigate this obstacle course with a person who's directing and could speak but can't see what they're doing, and a group that can see what they're doing but can't speak. So what it teaches students it's like what do you do when you don't have every access to communication that you normally would, and how do you work through that. And then we have a bigger discussion, and we ask folks all the time, "What is going on in your life that this is relevant to? And what do you think is the point of this?" So I think that when you make it relevant like that, that's like a thing in their minds that's now like a light bulb has been, or a pathway has been created. Maybe it's weak and maybe we don't go there yet, their brains don't go there yet, they're not wired there yet, but after you practice it enough times and you see that, I think that's what makes the leader.</p>	<p>Yosemite Leadership Program, Consciousness of Self, Communication, Congruence</p>
<p>PA1_Transcripts.docx</p>	<p>So hopefully keeping alumni connected will then encourage that, the same types of leadership skills that the learned in YLP, and the hope is that they navigate their lives with those skills as well. So even if they don't have a program like YLP necessarily, they're still-</p>	<p>Resources, Group Core Value, Yosemite Leadership Program</p>
<p>PA1_Transcripts.docx</p>	<p>In whatever they do, because you can use those skills for business meetings, you can use them for a conflict with your roommate, and everything in between. So if you know how to have those conversations and how to navigate your life, I think that's one way that we can spread that.</p>	<p>Future Leaders</p>

PA1_Transcripts.docx	<p>I think the first one is shedding light on the situations, so whether that'd be through opening the dialogue to the group, or having those intentional conversations with the individual about what's going on in their life, what are things that they're struggling with. And then providing what resources we have, because I think we can offer support, but there comes a point where you are just at a capacity where you just no longer are the expert in the arena. So knowing what resources are available for the people struggling. So it takes work, it takes knowing people, knowing what resources are available to give those to, connect the individual. So I think that's one way we can thrive. Another way is, again, being in that growth zone and always looking at the program as iterative, and looking at it as a way that we can improve, because our world is always going to change, our society is always going to change, and if our program doesn't reflect those changes, then we sink.</p>	Society/Community Core Value, Yosemite Leadership Program, Resources
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<p>PA1_Transcripts.docx</p>	<p>So keeping it relevant, accepting new students from diverse backgrounds. Backgrounds or diversity that reflects the university is something that YLP does really well. So we accept the same ... what is it? The same demographics as a university in terms of the male/female, the background, ethnicity and things like that. We try to make it very reflecting of the current population. So continuing that as well will be important, to stay diverse. And then also learning how to interact with people who are coming from different backgrounds, especially younger generations. They're going to grow up different than we do, so learning about them, taking the time to learn about them, and actually listening to their feedback. It needs to be a feedback loop. We can't just become comfortable and think like, "No. This way has worked. We're going to keep doing it this way," because three generations from now things are not going to be the same. So listening to what works for people, and then remaining flexible and adaptable thrive.</p>	<p>Equity, Yosemite Leadership Program, Challenges, Future Leaders</p>
<p>PA1_Transcripts.docx</p>	<p>I've recently been thinking about is be honest about what you feel and speak up. Something I would tell past me is that if something makes me uncomfortable, or if I have questions about something, not to just accept things because someone in a leadership position is giving me bad information, but challenge it, especially if it's uncomfortable. And ask questions if I don't understand why we do a certain thing the way that we do it, or how to have certain conversations with people, or whatever it is. Sometimes it can be like ... for me, and I know for others, we refrain from asking questions because we feel like it makes us look bad, or it makes us look ignorant, or whatever, but that's not the case. People won't know what's on your mind or in your heart if you don't share it. So that would be my advice.</p>	<p>Consciousness of Self, Congruence</p>

PA1_Transcripts.docx	And then another piece of advice is just to dive in. Take every opportunity that you can take and that you were given, and also remain ... keep the gratitude and recognize that these are such phenomenal experiences that not everybody gets to have, and that they are such a privilege. So really just maintaining that gratitude for the space that we're given.	Resources, Chance/Risk, Commitment, Individual Core Value, Consciousness of Self
S5_Transcripts.docx	The Yosemite leadership program is a Outdoor Leadership kinda like experience kinda helps you you build on your leadership skills towards outdoor experiences and Civil. Trying to see the word I jumble all my words. Not civil commitment but more like a community like community service. Community service projects capstones and just outdoor experiences so you build all those through areas some people never thought they actually could. So. That's how I describe the Yosemite Leadership Program.	Yosemite Leadership Program
S5_Transcripts.docx	So the social change model has three components to it like major ones. It has to do with community. It's a community. Yeah. Self, you know an individual and the last one is a group so they're all connected together because everybody wants to do a change. So if we're like for community has to be citizenship. For self is self-awareness commitment and congruence. And then the last one for a group is that they'll have to have the same type of idea together the same kind of goals same goal they are striving for, I'm trying to remember. There's one more thing in there. I'll just leave it at that. So they are going to get there because. They are trying to change something within their community.	Change, Society/Community Core Value, Individual Core Value, Group Core Value, Commitment, Congruence, Citizenship

S5_Transcripts.docx	You know I asked me like a leader to me is somebody that goes ahead and does things not just for themselves but for everybody else. It's not all about me me me me. It's it's great. It's more like for us the group of people. So just going out of their way to make sure that they're trying to get to a certain goal that everybody wants to get there to break or try to get as many people to go. Forth with that.	Congruence, Common Purpose
S5_Transcripts.docx	That they know themselves because if they don't know themselves how are they going to know the rest of the people within their group. Because you should be able to know what your own strengths are what you're able to do what your weaknesses are too.	Consciousness of Self
S5_Transcripts.docx	That way when if they need to go ahead and call upon their group or if they need somebody to take their place as a leader then they can be like hey like I'm having problems or they should be able to be able to talk about it. Hey. Can you guys help me out here. They can take the reins after that and whatever.	Congruence, Communication, Collaboration
S5_Transcripts.docx	I think the Yosemite leadership program exist to give.	Yosemite Leadership Program

S5_Transcripts.docx	And I feel like the Yosemite Leadership Program is like a way of like hey guys like how would you all step out of your comfort zone because in a way it always gets some like no matter what you've done in your life I feel like the Yosemite Leadership Program. Kind of goes ahead. And steps it up a bit steps it up a notch because like I I got into the program right on my freshman year and going to sophomore year and doing a capstone project I had never actually done something like that. [00:10:44] So like it's kind of gives you an idea of what. You know that you can do. Harder things, that you can do things that you don't think you could. It like a-. Yeah that's why I feel I think it's just there to be like. To show you what you're capable of. Show you what were you able to do and what opportunities are out there for you. As long You make up for yourself.	Yosemite Leadership Program, Future Leaders, Change
S5_Transcripts.docx	That's what I think I think (here for?) your show what you are capable of then, The opportunity you make for yourself. People don't make opportunity for you, you make the opportunities for yourself.	Consciousness of Self, Commitment
S5_Transcripts.docx	Interpersonal skills.	Consciousness of Self
S5_Transcripts.docx	Do not be afraid to step up to take an initiative. It's not as hard as it looks. And. Honestly just. Just suck it up and do it.	Chance/Risk, Commitment
S5_Transcripts.docx	I was feeling like I was doing something good because I for myself and for the people around me.	Individual Core Value, Group Core Value
S5_Transcripts.docx	Kind of just give them like a little teaching. I felt. I felt good in a way. I was feeling, like most of them were older than me. So I just felt like it was weird sensation, honestly. I can't really describe it.	Congruence, Communication
S5_Transcripts.docx	I felt like, like I was teaching, like you said teaching my friends new things.	Consciousness of Self

S5_Transcripts.docx	My supervisor probably would've like hey, this guy is not what you all say because it's usually they, what I've heard.	Consciousness of Self
S5_Transcripts.docx	Yeah I also like as Jesse. Jesse is always having the same telling me like, taking issue find something to do. Because I find things to do but he wants me to find bigger projects, social issue and or find different projects to do up there, like working with the Packers, the trail crew, and a bunch of other things. We're giving programs on horseback. That's something I'm working on right now.	Consciousness of Self, Observe
S5_Transcripts.docx	I feel like I can easily do it now because I had never really been just thrown out to do my own thing. I used to just be like wait for somebody to do things for me or tell me something to do. [11.0] Isn't the word for somebody for something to do but now it's like hey you know honestly, I don't need people to like lead me on, like I can do this. I just, you just need to talk to people.	Chance/Risk, Commitment, Communication
S5_Transcripts.docx	To push myself. that my thing for right now.	Persistence

S5_Transcripts.docx	I think they need more communication. I see kids when I do like that EKIP or stuff like they're great they can talk to you like when you go when you're around like when you're not in there when their technology is not working in the park you see them on the balcony or even high schoolers they just don't know how to, I feel like they don't know how to communicate. Like I have a hard communicating but its because I didn't do a whole lot of talking to a lot of people back in the day. I didn't have a luxury of having video games or anything like that. So I was always a lot easier for me to talk about than I talk to some people who are always on their phone and their talking. And I feel like they need to be able to let that go and be able we can talk to people also like. Eye to eye contact is also, it's not a skill, but it is something you should be able to do. I sometimes have a hard thing with that, but I tend to do it a little more often. But skills I think be able to communicate with others effectively and professionally because I've talked to some people where it's like, if that is how you talk at work. How does, I'm surprise you are not fired yet.	Communication, Congruence, Consciousness of Self
S5_Transcripts.docx	They also should know how to how to listen to thats a good one too.	Communication, Congruence
S5_Transcripts.docx	Its like just saying like say like you might have heard me, but you didn't listen to me. You should always pay attention to everything not just things you want to hear. [10.9] And be able to take feedback, to take both negative and positive feedback. You shouldn't expect everything about yourself to be good.	Consciousness of Self
S5_Transcripts.docx	There are is going to be bad things not matter what. So be able to take that constructive feedback is also good for one too. Because if you can't do that then, you can't be giving it back to others.	Role Models, Communication, Congruence

S5_Transcripts.docx	Be goodhearted people. I guess that's a quality right. Goodhearted. Open. Especially open. Be open to anything and I mean anything	Consciousness of Self
S5_Transcripts.docx	Be open and then. Yes a communicator. A good communicator and a good listener.	Communication
S5_Transcripts.docx	To include everybody in it even if they don't want to be included even if they're trying not to be included or have everyone else do the job. Other people should speak out about it. [8.7] Right. It's a unit. So if you have one bad apple. You should there shouldn't be four more bad apples. You guys should try to make that apple good, feel nice. And that doesn't mean you didn't chip out that one either. It just means they can kind just have to talk to them and be like, Hey, there's a problem we can talk about it or if you just don't want to do anything. We can figure something out too.	Controversy with Civility, Collaboration
S5_Transcripts.docx	Cause we are in college and like we're young we haven't live a whole lot. Some people are like yeah I have lived a lot. It's like no dude, you just started.	Consciousness of Self
S5_Transcripts.docx	Because you're going to be working with people. For like the rest of your life whether or not you like them or not you should just be able to be able to work with everybody. Whether they're good workers bad, workers, OK workers. I feel like that's important that you should be able to just be like I said be open to anything so that includes the type of people that you are around, if you are working with them.	Consciousness of Self, Collaboration
S5_Transcripts.docx	Shouldn't be losing your temper honestly. I used, when I worked out in the field. Like it's a unit.	Common Purpose

S5_Transcripts.docx	It's thanks to the program. Like I was. All these things I actually. Like being open. [00:28:01] So that acutally out helped a lot because I used to I used to get angry at a lot of things I always want to do things my way. It wasn't easy for me to work with others. But then through the program I was able to be like hey like because I always had his huge ego thing. Oh I'm like the best there is. That was me and u	Yosemite Leadership Program, Consciousness of Self
S5_Transcripts.docx	Well I knew other people better than me but I was like my ways the best I'm the best. I'm the coolest person here and it's just like, no dude, like. Like there's some good things about you but you need to work on. How. You can use those qualities you think are good or change those about yourself. There's bad things about yourself. So now like I can work in groups. I can go ahead and be like, like give other peoples the rein.	Collaboration, Congruence
S5_Transcripts.docx	It just made me feel like they took everything for me. It's like dude it's just a group.	Commitment
S5_Transcripts.docx	You are part of the bigger picture. It's not just you like the picture not just the picture bigger than that. So now it just makes me feel like yeah like this is good, like it feels good to work in groups. It's like. We're like the YLP is like a family. [9.3] Like it's a really big family. Like everybody should be able to be working together.	Common Purpose, Collaboration, Yosemite Leadership Program



S5_Transcripts.docx	I feel like a big one is going ahead and working for the Park Service also. Like, hum speaking out for environmental stewardship. Because the times you were in today like that's going to be a really big hot topic and the Yosemite Leadership Program helps you in a way how to communicate the things you want to express to others in effective proper professional manner. And I feel that in a creative way we also have very creative ways of doing these things. So I feel working for the Park Service, is huh, (how am I trying to say this), because I've never worked in something like park service before.	Yosemite Leadership Program, Communication, Protecting Resources - Conservation
S5_Transcripts.docx	It's different than what I was doing before, working on a ranch or things like that you didn't really necessarily have to have leadership there. I don't think so. Where I was working just doing whatever, what they tell you to do and then here it's like you kind of just. Do which you like. The way that they described it to me when I first started working. You're your own boss. You figure out things on what to do unless you work in one of the offices but you kind of do what you, you feel is right and what you have to do because with my job it's like you to talk to visitors on horseback. You go ahead and pack. Or you like go and take a patrol out.	Consciousness of Self, Observe
S5_Transcripts.docx	To my friends I tell them that I just ride horses in the park. And my family they just don't want to hear, they don't usually talk about it, because they're like they don't want me up there. So it's whatever to them.	Society/Community Core Value

S5_Transcripts.docx	They don't want me up there because it's a government job. And like my parents have this thing of like you're going to get shot or killed because they, watching [6.5] a documentary on these Rangers back in like the Midwest than they ended up getting bombed or something like that.	Society/Community Core Value, Congruence
S5_Transcripts.docx	Yeh, because my parents are from Mexico. A lot of, a lot of the Federales over there get shot or killed by people. So it's like, having to government job is not the best idea for them. And they also want the best for me so they're like and you should be a vet, you should be a lawyer. I am like, na, I want a ride to the mountains for rest of my life. And they are like, they think I'm crazy.	Future Leaders, Commitment, Society/Community Core Value
S5_Transcripts.docx	I think because my dad's way of a, his view of working is you have to work hard because he has worked hard forever. So it feels like if you're having fun you not working.	Individual Core Value, Group Core Value
S5_Transcripts.docx	Yeah, that's what I feel is what he thinks. And my mom kinda just like she's just there. Like she didn't think they paid me for backpacking. Because I was supposed to go backpacking this last weekend. And she told, I told her I'm going to be gone two days. She was like, we're going, I'm going to go backpacking for work. She is like, I don't think so, I don't think they pay you for that. I'm like.	Individual Core Value, Group Core Value
S5_Transcripts.docx	Yeah that's it. But like getting used to it. My dad just like you are going to killed up there with the horses. I'm like, you showed me how to ride them. It's your fault.	Individual Core Value, Group Core Value, Commitment

S5_Transcripts.docx	Yeah we the part of the reason why I started wanting to work in the wilderness, is because every day every weekend my dad had a day off we would go to Sequoia Kings Canyon and Yosemite. First time I went to Yosemite I think 1999. Because I can. .	Group Core Value, Individual Core Value
S5_Transcripts.docx	Yeah that's what I tell them. It's OK. Like I think my mom is getting more because she's getting older and my brother, my brother is only six years younger. He's in high school so she's kind of like don't leave like stay around here.	Group Core Value
S5_Transcripts.docx	Yeah, but I'm going to be up in the park probably until I get tired of it and then move somewhere else	Commitment
S5_Transcripts.docx	Well, I feel that one way that they do it. Is just taking when they are doing the application process of getting accepted into the program. I feel that they do it by not being. Not looking at people by their names or race or anything like that they're doing it based on the answers that they give to the questions and these questions have nothing to do with like. Anything at all like that with like cultural things. Because I've seen, I've seen the questions and I've seen the answers people have given. And. Like. I feel that's how they, they start by bridging that by bringing people in from different backgrounds and different cultures and different areas and where they live and stuff like that. Because like in my group we had like a mixture of Hispanic, white, we had a few Asians and then also. It was just everything, everybody.	Yosemite Leadership Program, Culturally Inclusive, Consciousness of Self
S5_Transcripts.docx	Just bridging by putting people together and having them work together.	Culturally Inclusive, Collaboration

S5_Transcripts.docx	Because if you if you hang out with the group long you know because some of us right after the second year you're out. I haven't seen people from that from my cohort. At all. Some of them beause they graduate. Because they just didn't want to be in it any more didn't want anything to do with it. But if you keep going back and talking to them you get to meet new people and work with them.	Yosemite Leadership Program, Challenges
S5_Transcripts.docx	She, I met her when I was in high school. I was a sophomore in high school and I met her when she was doing her Capstone of giving us a tour around on campus. So. She's been around for a while so she's kind of like seen as like an elder in a way. [14.8] And Jesse's been here forever. So like. I look to look up to Jesse as like the fatherly figure that my dad didn't provide for me. He was always. Busy doing other things that. So I feel like you know. In a sense we're a family because you kind of. Do things together you guys go through hardships together. You asked for people for advice. Do things that families do have fun together have bad times together.	Role Models, Trust Culturally Inclusive, Consciousness of Self, Group Core Value
S5_Transcripts.docx	Their mission state, mission statement, that's the word I am looking for you. It's like for reaching out and connecting the UC Merced campus with with Merced as well as the communities around. I feel like these partnerships help doing that. So my capstone project was taking the high school students.	Collaboration, Society/Community Core Value
S5_Transcripts.docx	I've got really good feedback from the students I actually saw what they saw two of the students at the Merced college because they told me hey I'm going to go to college. I am like awesome. I saw them at the JC when I was taking summer classes.	Role Models, Congruence

<p>S5_Transcripts.docx</p>	<p>Just to see them far away is like it was pretty good, because a lot of them I was like What are you guys going to do that I don't know and be like a tattoo artist or like I'm just going to stay home. One of them was like I'm just going to keep selling drugs like I used to. And like there's nothing wrong with being a tattoo artist. But at the end he was like I really want to go to like art school not just so I can be a tattoo artist but because I could do something different like maybe even be, be like a professional illustrator up in a park or something anything related to the park, they want to do anything related with the park.</p>	<p>Society/Community Core Value, Future Leaders</p>
<p>S5_Transcripts.docx</p>	<p>Yeah it really helps them because I don't know if you've heard of Aventures Challenge with Certa Berlijn like I was part of that program too. And that's how I met Jessica and Aricia and all those other people. I call Sarah Otley my white mom. She kind of opened up the bridge for me and she kind of did the partnership with Dos Palos and Yosemite and helped me get there and helped me get here to UC Merced. So in a way these partnerships actually help a lot of people you never think you would ever see again or help. Sometimes you see them on the street later on or on a store and you're like hey. It's nice to see you later on. The partnerships just help bridge this and finish their mission statement.</p>	<p>Collaboration, Resources, Role Models</p>
<p>S5_Transcripts.docx</p>	<p>The partnerships just help bridge this and finish their mission statement.</p>	<p>Yosemite Leadership Program, Change, Future Leaders</p>

S5_Transcripts.docx	I feel like you know way like. Sometimes you have students that just don't want to be in the program anymore. And that kind of just takes away from like aspect of YLP. It's like yeah like we're leadership program but you want to be in it anymore. And they just kind of just stop showing up kind of takes away from like like I spent all this time with you and we. We really tried everything and try to give you something new and you kind of just. Just threw it all away.	Challenges, Yosemite Leadership Program
S5_Transcripts.docx	Like time commitments like I, we understand that, Like I said like if I didn't have time for something like well there's something about the students just like all this this thing sucks. We don't like it. And then they take up spots for people that were really excited to be in the program.	Commitment, Yosemite Leadership Program, Challenges
S5_Transcripts.docx	nother challenge is not being able to accept everybody but then again like we can't do that. That's just not possible.	Challenges, Yosemite Leadership Program
S5_Transcripts.docx	I don't know if being influencing. Is one I feel as long as you're using influencing in the right sense. But you can't be like Hey, how about you try this. I kind of like. not it's something bad or something good. Yeah. being a good influence. are like hey like speaking up being able it can guys hey check this out this is really cool.	Congruence
S5_Transcripts.docx	Passionate to. Be passionate about things. Passionate. Compassionate also. Because if you're not passionate what you're doing. You know you can't be compassionate for those that are doing the same thing as you.	Consciousness of Self
S5_Transcripts.docx	I feel like YLP is a safe zone for everybody. Like for anything regardless of anything like,.	Trust, Yosemite Leadership Program

S5_Transcripts.docx	Because it provides that comfort. Because when I was. When would be would do the meetings I always felt like you know I was home. I was like alright this feels nice. This feels nice it feels nice to be around people around, that I have, you know I've been around with for like a year and a half, I think it is like a sense of comfort in a way. And being just like you're able to do anything you want here.	Trust, Yosemite Leadership Program
S5_Transcripts.docx	Because everybody is so welcoming. Everything is so open.	Yosemite Leadership Program, Trust, Consciousness of Self, Role Models
S5_Transcripts.docx	Don't take anything for granted. Do everything you can as long as you're in the program because when you're out of the program and you're gonna be like I wish I could have done that but you can just go ahead and be like when your out of the program you can. You can give others the idea of what you wanted to do so. Don't leave, don't leave anything behind. Just do everything, ask questions. Ask questions to the, Jesse, Jacob.	Consciousness of Self, Chance/Risk, Commitment, Role Models, Persistence
S5_Transcripts.docx	Yeah I would, I would show them what I did. The good thing and the bad things and show them how they can go ahead and not do the bad things. And good the ones. Talk to them about it. And stuff like that.	Communication, Congruence, Commitment, Role Models
S5_Transcripts.docx	This program is rad. Like, this is, the reason I came here is because of this program. I can to UC Merced specifically for this program.	Yosemite Leadership Program, Consciousness of Self

S5_Transcripts.docx	So I can do the program and also be part of park service also. So when I was doing ARC (Adventure Risk Challenge) I was exposed to it and from that moment on I like if not UC Merced, it's going to be Davis. If it's not Davis, its ____ (inaudible) But I was specifically on UC Merced because I have met Mr. Shackleton, Steve Shackleton during ARC also and he was hey you know you can be a veterinarian at Davis. My daughter doing that. So it kind of gave me the two things. So yeah, this program.	Yosemite Leadership Program, Change, Society/Community Core Value
S5_Transcripts.docx	Yeah. Well the program has gotten me where I am today so I couldn't have. Thanked them any better. I don't know thanked I mean. Like in a way not take it for granted like this is my college career so.	Congruence
S5_Transcripts.docx	Yeah. Yeah. We both went through and then we were like you're next visit. And he is like, He didn't like it. My sister she was alright with it and I liked it.	Group Core Value
S5_Transcripts.docx	Because she's had a, She's had a few students that went to the program go through YLP. So like there's me, Vera Ray might be somebody else you can reach out to. She. She's working on the east coast somewhere. Yeah. Her name is on the list. Alejandra Guzman. She works in the park right now.	Resources, Yosemite Leadership Program, Change
S2_Transcripts.docx	The Yosemite [00:06:53] leadership program is a partnership between Yosemite National Park and UC Merced, the University of California Merced. That works to I guess foster the growth of individuals, students at UC Merced and create the environmental leaders of tomorrow. Sort of empower them through creating social change and social justice, environmental advocacy. Stuff like that to you know, go forward and create change in the world, become leaders. [28.0]	Yosemite Leadership Program, Protecting Resources - Conservation, Future Leaders, Change



S2_Transcripts.docx	the social change model is sort of a framework or a template that, like say a group of individuals has come together already and wants to go create some change. They can kind of use it as a framework for themselves and how they go about their process and create that change. It's all centered around change like three sort of facets of it. The Seven Cs I think so is sort of a template to help guide them. I guess those that want to create that change.	Yosemite Leadership Program, Change
S2_Transcripts.docx	Define leadership as the ability to bring people together and work towards a common goal. With that passion and sort of vision in mind to work towards a mission with other people.	Collaboration, Group Core Value, Common Purpose, Consciousness of Self, Congruence
S2_Transcripts.docx	use I think at the core of leadership is honesty being honest with yourself about who you are as well as what your mission is to others. And so knowing yourself and knowing your leadership styles your strengths and weaknesses you can surround yourself with others can sort of bolster your weak areas. And. Yeah by knowing yourself you can sort of build your team create that change in a better way.	Consciousness of Self, Leadership, Collaboration
S2_Transcripts.docx	I guess leadership can be stressful for sure. I've found myself in situations of leadership work can be stressful.	Individual Core Value Stress

S2_Transcripts.docx	In balancing work and school and also like leadership positions and clubs it can be overwhelming for sure. Like. Another big part of leadership is delegating and knowing how to delegate. So that's kind of a skill that comes along with that. So it's easy to get overwhelmed with tasks and maybe. Like feeling like. And taking on a role. Maybe it's something you haven't done before or like a task you need to do for that role is new to you. So it can feel like overwhelming and stressful in that way.	Commitment, Stress, Individual Core Value
S2_Transcripts.docx	I guess the mission of YLP is to create the Environmental leaders of tomorrow. Right. And so the why kind of the core of that, Why would we want to create those leaders. Because it's important these are things we care about and are passionate about and we feel like. well I guess the leaders of this program those have created it feel like. These are some things and values worth passing down and empowering other people to continue carrying out. And going forward and doing so I think because it's important basically because maybe. It's something that. Hasn't been done in a ton before its relatively new. So it's sort of in a lot of people's vision of the future of a better future. Is having a people. passionate and empowered to create this change that is at the core of YLP.	Yosemite Leadership Program, Future Leaders, Protecting Resources - Conservation
S2_Transcripts.docx	So going through that process of like assembling a team, figuring out what the next steps are, was something that I had done a little bit before in YLPv through the capstone process but still felt relatively new for me.	Yosemite Leadership Program, Consciousness of Self

S2_Transcripts.docx	It was initially like OK this is awesome we're going to do it. I really believe in this project. But then yeah I was a little bit overwhelming a little bit stressful. But then also like I knew that everyone in the club is also like super passionate about it and knowledgeable and willing to help. So having that sort of. Back up of awesome people that are willing to commit themselves to this project was definitely nice.	Communication, Congruence, Collaboration, Common Purpose, Group Core Value, Commitment, Individual Core Value
S2_Transcripts.docx	But failure is an option. Embarrassment of like having pitched this thing not going through with it. It is kinda of embarrassing to you say okay I'm going to do this and then maybe you don't do it. That looks bad. It's not something that I want to do right to you but it does happen. It's part of taking that risk is the risk of failure.	Chance/Risk, Commitment
S2_Transcripts.docx	If I fail to act it wouldn't have happened. The change wouldn't have happened. The idea of that project just wouldn't have been pitched and wouldn't have been picked.	Commitment
S2_Transcripts.docx	I feel good about it. I feel good that I have I guess the courage to stand up and pitch the idea. And follow through with it that follow through. Something that I'm proud of. I feel like. I owe a little bit probably a lot of that to YLP people like having the courage to step up and say OK I can do this we can do this.	Individual Core Value, Yosemite Leadership Program, Trust, Consciousness of Self
S2_Transcripts.docx	I feel like it's definitely inform me that it's a good thing to take risks calculated risks are really important in helping you grow as a person.	Yosemite Leadership Program, Chance/Risk
S2_Transcripts.docx	This was like a pretty big thing for me like stepping forward and being the leader of the club on a project like this is definitely something that attribute to YLP giving me these tools and skills that even the courage to step up and do that.	Chance/Risk, Commitment, Yosemite Leadership Program

S2_Transcripts.docx	I think they definitely need someone telling them that it's OK to take calculated risks. Sort of like I found out. I think communication is really important as we. Get further and further into technological age of texting, messaging, just being able to communicate well in a group setting is really really important.	Communication, Chance/Risk
S2_Transcripts.docx	I think it's just being more. More personable with people face to face communicating.	Congruence, Communication
S2_Transcripts.docx	Like actually talking to. Yeah. [00:18:48] And communicating your ideas and your passions in a way. And like actually taking action rather than making a Facebook post about it or posting on social media. Actually like stepping up and taking action in the real world there's something that. Seems to go on the back burner sometimes. I think with my generation.	Communication, Congruence
S2_Transcripts.docx	I think definitely communication is important. Delegation as well if you're a leader and learning to delegate tasks overwhelm yourself as important. As well as like I guess this falls under communication but conveying your passion. Convincing people why. What you're doing as a leader is important and why they should follow you in that role. I guess it also falls into like public speaking. Sure there's lots of other things.	Communication, Congruence
S2_Transcripts.docx	Personal qualities, personal qualities, I guess a go getter attitude. Yeah they have the ability to step up and say this is all we can do. Getting out there. Taking risks like calculated risk taking attitude. I guess some decisiveness. Is important as well to say we're going to do this.	Commitment
S2_Transcripts.docx	I think. Communication. I keep talking about that.	Communication, Congruence

S2_Transcripts.docx	To communicate with others know your role to communicate. Be able to communicate.	Consciousness of Self, Leadership, Communication
S2_Transcripts.docx	Know your role. I think. In a group it's important to sort of establish roles establish jobs that everyone's going to do and accomplish setting goals and those roles are really important. As well as knowing each other's strengths and weaknesses and kind of how you fit into those roles to help best guide the team and help the team achieve its overall goal.	Group Core Value, Collaboration
S2_Transcripts.docx	collaboration is super important, I would say. I think within the collaboration it helps highlight each individual's strengths so they can kind of come together and add those strengths to each other. As well as sort of empowering everyone to sort of put their ideas out there and maybe if they were not as open of a setting they wouldn't want to, but if they are in a nice open setting people they trust and feel like they're working with well and willing to put those ideas out there and take a little bit of a risk. And for the overall social change right. I think that collaboration is important in that it wouldn't really happening without collaboration. It's really necessary for it. Because yeah behind every like big social change is like a movement right.	Collaboration

S2_Transcripts.docx	<p>If I'm understanding correctly please tell me if I'm not with the initial movement in the community that can spur other movements to occur as well like if they say okay this change has happened. That empowers me and makes me think that I can also make more change and kind of has a domino effect of empowering others. For the individual. I think it's sort of a similar thing but maybe on a smaller scale. If they see all this awesome changes happening they might also feel empowered to speak up and go create change on their own and just feel pride in their community feel pride about themselves. If they've been part of change of something in their community.</p>	Society/Community Core Value, Change
S2_Transcripts.docx	<p>the first thing that comes to mind for me is the wilderness education center here on campus, where I work. So that's definitely sort of a pathway from YLP. Through the summer internship program as well. I think we also have some interns that work for Jacob Crossdale. They are definitely leaders on campus helping him with his work. And then Jessica's position as sort of the a, what is her position overseeing the wilderness education center. Is sort of a step up from what I do. And that's another really good leadership opportunity.</p>	Yosemite Leadership Program, Future Leaders
S2_Transcripts.docx	<p>Because I think that dialogue is important and I feel like YLP has such a good atmosphere and good people in it that. In that setting could really lead to some good open dialogue whereas in other settings it might not, it might just lead to yelling and fighting but I think within YLP it could really foster some good conversation.</p>	Yosemite Leadership Program, Controversy with Civility

S2_Transcripts.docx	<p>think it definitely is a role for YLP but it's also a very hard question that I think if we had the answer to we can solve a lot of problems. But. I think just creating an open atmosphere where we're going to you know talk openly about lots of different opposing beliefs and stuff like that. And just keeping it really open keeping an open mind and an open atmosphere with everyone. Being non-judgmental as well making sure that everyone there for the discourse and conversation is not been, is non judgmental about it and really open to these ideas, I keep saying open.</p>	Controversy with Civility, Yosemite Leadership Program
S2_Transcripts.docx	<p>I think partnerships are super important very very important. Because at its core it's a partnership between UC Merced and Yosemite National Park. And then also others sponsors and partners and we have really important to how we get our funding and how to run ourselves such as the Yosemite Conservancy and other partners as well. And also for the capstone program, in the second year. Those caps and partners really make that second year happen and partnering with us to create those projects for the second years to to graduate from YLP and culminate with all their knowledge.</p>	Collaboration, Resources
S2_Transcripts.docx	<p>I'll start off by just thinking about like the two year program. I think one of the challenges is sort of balancing all the different leadership styles and sort of attitudes people have. The introverts and extroverts and all those different sorts of things and making sure that everyone has an equal say in the sort of discussions they have and then going out to the second year. Just normal leadership challenges you know working with others. Communication.</p>	Yosemite Leadership Program, Challenges

S2_Transcripts.docx	I think having the same vision and mission in mind the same goal. Open and good communication, delegation, and utilizing everyone's strengths and weaknesses, not utilizing weaknesses but bolstering those weaknesses to make them better. And just I guess something that Jacob and Jesse must challenge themselves with is creating those capstone groups. So they're equal and will work well together. While also helping like fostering personal leadership growth.	Yosemite Leadership Program, Challenges, Collaboration, Communication
S2_Transcripts.docx	And also for the program as a whole rather than just that program on campus. right. Yeah. I think. Probably managing the partnerships between Yosemite National Park and UC Merced. While they're both awesome, awesome organizations slash university things they probably have slightly different maybe visions and views on what they want to see the program do and accomplish. So sort of managing those two entities to have them work together the best way possible.	Challenges, Yosemite Leadership Program
S2_Transcripts.docx	I would say. Really important is like ability to convey passion because that passion is what will motivate others to kind of follow you in your same mission. Also ability to I guess think about the future and sort of envision what the future needs. And how you fill that need in the future. As well as slight risk taking or the calculated risk taking when I've mentioned before it's very important in order to create the change for the future.	Chance/Risk, Commitment, Congruence, Future Leaders
S2_Transcripts.docx	How and where. I think definitely partially in the two year program and the summer internship in the classroom I guess in general through lessons, through learning about the social change model, and then I would say probably half or more than half is out in real life get real experience.	Yosemite Leadership Program



S2_Transcripts.docx	Capstone internship taking on real world projects as a group as a leader even as a follower. That's just as important to leadership.	Yosemite Leadership Program
S2_Transcripts.docx	Yeah with campus on campus going out to the real, real working world because even after graduating UC Merced, YLP alumni still feel like they're carrying that sort YLPers with them.	Future Leaders, Change
S2_Transcripts.docx	That's a really good question. I think. We always get lots and lots of applicants here UC Merced. So I think something that Jacob has sort of thrown around is having a [00:33:44] second cohort of them [1.3] so we can have. Others and or I guess more people join the program and get stuff out of it. As well as maybe [00:33:53] just doing little like seminars, little like lessons that is open to the whole campus to come and enjoy. Jacob used to do these little like I forget what he called them. But basically they were like Ted Talk type things. Where he would. Show two or three Ted Talk or segments of Ted Talks and just like discuss them. With whoever wanted to come and hang out [19.6] which I thought was really cool. And I think YLP this is like. I don't know it's something I've thought about like it's a really cool template that can be brought to other campuses and other national parks like Sequoia and Fresno State are close enough. I'm sure Yellowstone has a University in Montana somewhere nearby or Wyoming or other states nearby.	Yosemite Leadership Program
S2_Transcripts.docx	I think just. Making it bigger and opening it up to more students that could join. Would be awesome.	Yosemite Leadership Program

S2_Transcripts.docx	I think we [00:35:24] live in a very divided time right now. Unfortunately. So I think YLP could be a great program to sort of bridge that divide. Smaller scale. In the classroom you know and in these capstone projects. So sort of the ability to really bring people together because everyone in these cohorts in the program ends up just becoming friends. I think it's a really good way for people to bond and sort of see the differences they have but also come together from those differences and see the beauty kinda of in them. So I think. That was the how.	Yosemite Leadership Program, Collaboration
S2_Transcripts.docx	That the question How does it thrive. I think like like in the in the previous question. Opening up more to not just the current cohorts but opening up of sort of the ideals and values of YLP to the greater campus community possibly other campuses. Would be greatly for it to thrive.	Yosemite Leadership Program
S2_Transcripts.docx	Don't be afraid to take risks. As I've talked about taking risks is really really important calculated risks. Putting yourself out there having the courage to speak up. And try something new or step into new role. Focus on your passions. Focus on the things you care about and want to create change in and sort of foster those. I'd say surround yourself with like minded people that also want to create sort of similar change or share the same values as you but also maybe have different strengths than you see they can, you can come together and good way.	Congruence, Consciousness of Self, Chance/Risk, Common Purpose

S2_Transcripts.docx	Yeah because a little bit of a tangent but the YLP alumni like always really want to stay connected to the program I think like I have a lot of friends that have graduated from YLP and UCM. But sort of have a difficult time connecting with the current cohort and sort of passing down the knowledge that maybe they have learned. So I'm not exactly sure how maybe through just like interactive sessions with current cohorts like if Jacob and Jesse take some time to have alumni come in and bond or like teach a little lesson or something. Maybe like an online blog or something like a wordpress where you can you say create a dialogue online.	Yosemite Leadership Program
S2_Transcripts.docx	I try to receive as much advice so I can from older folks. And I I always enjoy I always like I'm super open to it and I feel like it's important to, to gain that knowledge. And I think that's sort of true of most YLP people in general YLP peeps they're pretty open to receiving that advice because we're all pretty. I guess not like minded but open to that I guess. It is something that -	Collaboration, Resources, Role Models , Yosemite Leadership Program
S2_Transcripts.docx	Yeah I just think the Yosemite leadership program has had a tremendous impact on me. It's definitely shaped my college experience and I think that's true of a lot of YLP alumni. I think it's an incredible program like I mentioned before should maybe be opened up a little bit more to other participants in other campus communities and the and the campus community here as well. Yeah I think it's great. I really like it.	Yosemite Leadership Program, Consciousness of Self
S2_Transcripts.docx	I think there are some some folks I never really got to meet that were pretty important and sort of the starting of YLP so maybe asking Jesse and Jacob about who they would recommend	Yosemite Leadership Program

<p>PA2_Transcripts.docx</p>	<p>The Yosemite Leadership Program is a partnership between the University of California Merced and Yosemite National Park that aims to train college age youth to be future leaders in the National Park Service. And I think broadly in all fields of environmental stewardship and sustainability and outdoor recreation. And I guess I should it kind of has two large components a summer internship program that is open to all UC Merced students regardless of participation in other aspects of the program. And then it has a two year, Co-curricular leadership course essentially that again is open to all UC Merced students regardless of their participation in the internship. As long as they have at least two years left at UC-Mered that consists of a series of workshops and lectures and speaker events and hands on projects that help them develop their leadership skills.</p>	<p>Yosemite Leadership Program</p>
<p>PA2_Transcripts.docx</p>	<p>So I actually was a participant in the program before they implemented the use of the social change model which means I never like was actively learning it. My understanding just based on my participation and work with the program after is that it is a way of developing leaders that really focuses on the power of service and direct hands on projects and building leadership. [00:08:17] It's very focused on aspects of social justice and making sure that you're looking at people and communities equitably. It's very focused on communities. [8.0] And that's my best understanding of it without ever having actually.</p>	<p>Environmental Justice, Society/Community Core Value, Group Core Value, Collaboration, Resources, Equity, Yosemite Leadership Program</p>

PA2_Transcripts.docx	I think leadership is really about like seeing, maybe not seeing, proactively anticipating how you can move yourself or an organization or community forward and it's not so much about like I think having a vision is very important in leadership. But also just understanding how best to motivate your team and recognize when the best move as a leader is, is to step back and let someone else take charge. So I think it's it's helping being the person that that drives causes or organizations forward whether that's from the front or from the back.	Society/Community Core Value, Future Leaders, Common Purpose, Individual Core Value, Congruence
PA2_Transcripts.docx	I think it's critical. I don't think that you can be an effective leader if you don't understand where your own strengths and weaknesses are. And I think understanding your weaknesses is even more important than understanding your strengths.	Individual Core Value, Congruence, Consciousness of Self
PA2_Transcripts.docx	I think it's stressful. Absolutely. And the the leader or the person. It's a lot easier to follow sometimes, than it is to lead because you're not making decisions you're not feeling like something that you do is necessarily your fault whether that's true or not because you're not the one that's that's kind of driving the movement good or bad.	Stress, Commitment , Consciousness of Self

PA2_Transcripts.docx	<p>I think our world is facing a lot of unprecedented challenges and changes in one of those is, as, is the population of humans grows and expands. We're putting a lot more pressure than we ever have on our natural resources and that includes our national parks. And so the Yosemite leadership program aims to create and empower the next generation of people who are going to be in charge of what happens to our national parks. And because the historic leadership in the park service is so, what's the word homogenous. Maybe that's a good way of describing it like it's it doesn't reflect the the growing and changing populations of our nation. The Yosemite Leadership Program is really trying to engage people that aren't historically engaged in national park or you know public lands leadership And keep national parks relevant and keep public lands relevant. To safeguard them in this changing and uncertain future.</p>	<p>Yosemite Leadership Program, Environmental Justice, Protecting Resources - Conservation, Role Models</p>
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<p>PA2_Transcripts.docx</p>	<p>think because the social change model is so community driven and community focused the yosemite leadership program is creating a community of people who are diverse and people who are different from the current you know public lands leadership and I think that's the big connection is how do we not engineer but how do we help create these communities that are going to want to protect national parks. I think the other big connection is that because of social change model is so like a service project or like hands on focus. And I think so many of the problems that we face in national parks like they're not. There's no formula to solve them. There's no like a plus b equals c and that's all we have to do like, we have to be able to think critically and to maybe pull fundamental skills to solve problems and so practice say, like the social change model breaks up leadership and change into these different elements where you're talking about you know how does what's the importance of social justice in this context. What's the importance of an individual growth in this context and putting all those pieces together. So I think teaching students to be leaders giving them fundamental skills rather than giving them a formula for how we're going to solve problems.</p>	<p>Protecting Resources - Conservation, Society/Community Core Value, Individual Core Value, Yosemite Leadership Program</p>
<p>PA2_Transcripts.docx</p>	<p>And I think, like being a leader isn't always this one big epic moment, but it you know it happens every day.</p>	<p>Leadership, Consciousness of Self</p>
<p>PA2_Transcripts.docx</p>	<p>So you know that was one recent experience and it wasn't again this big epic moment of like I need to go save someone from a burning building. But it was like you know two hours worth of time where someone had to make decisions and be a leader. And I guess that's me.</p>	<p>Consciousness of Self, Communication, Congruence</p>

PA2_Transcripts.docx	It removes a lot of the middlemen and essentially allows us at the visitor center to just go forward and distribute those maps and I think while it was stressful and in that moment in that day it was resolved in a way that has removed a lot of the stress. And I think has strengthened the relationship between the two different visitor centers.	Common Purpose, Communication
PA2_Transcripts.docx	I think that being able to put aside your personal feelings for the sake of what you're trying to accomplish is a huge piece of being a leader sometimes. [11.8] No matter how angry you are at you know the situation that rising to that anger is not going to help even if that's what you really want to do.	Controversy with Civility, Common Purpose
PA2_Transcripts.docx	I think number one the ability and competence to communicate both orally and in written form.	Commitment, Congruence, Communication
PA2_Transcripts.docx	I think and I think this is a very human or American thing I don't know where it comes from but people are really bad about talking about what bothers me, what what I like, are just generally having like honest communication is about our feelings, and our needs, and wants. And I don't think that school necessarily prepares us for that in the way that it could and I don't know how to fix that. But I'm certain communication is at the core of everything.	Communication, Trust, Consciousness of Self
PA2_Transcripts.docx	And I think that you know there's an old saying the pen is mightier than the sword. I don't think the pen is very mighty anymore because so many people just have trouble communicating through writing. But it's still relevant in any field you work in you're going to be sending e-mails you're going to be writing reports and if you get that like it really puts you at a disadvantage.	Communication



PA2_Transcripts.docx	I think critical thinking skills are probably right up there with communication.	Communication
PA2_Transcripts.docx	I think, the other thing that has been pushed out of schools and that young people need to just aid them and being leaders are like basic skills and how to take care of themselves in this big and scary and changing world so things like teaching personal finance and you are teaching basic like how to fix your car how to fix that sort of thing because if you've got all these stresses from these external life things making your life challenging it makes the rest of your world outside of the immediate needs of living life, challenging including like how do I go out and like make positive change in this world if I can't figure out how to do my laundry and yeah like how to balance my check book so. Because it's not directly a leadership skill but it aids in on being a leader outside of their day to day life.	Leadership, Society/Community Core Value, Change
PA2_Transcripts.docx	I think focusing on those communication skills within groups is something that is a good fit for these, these types of programs. You know because, because there are programs where you're working with groups already it makes sense for you.	Communication, Group Core Value
PA2_Transcripts.docx	I think and I didn't mention this one but also falls under the heading of communication focusing on those like the opportunities for people to speak in public and give presentations and feel comfortable being a voice in front of a group of people however that happens. That something that, you know there's also the infrastructure for that that doesn't exist in someone's personal life or maybe in school as much as as you could have.	Communication

PA2_Transcripts.docx	<p>I think students need to learn how to practice like what it means to work in a group both when you are physically with that group and how you can be a contributor to the group when you are not physically there. So like I'm thinking of when I had to do group projects for classes in school a lot of people in my groups like they would wait to do the work until we're in class sitting there. And of course you never have enough time to actually do all the stuff in that class. So you know that that always seems like a challenge for group projects is understanding that like OK yes we're physically a group here and we should be getting stuff done when we are in our class. But there's also a need to do things out of class time.</p>	<p>Group Core Value, Collaboration, Individual Core Value, Congruence</p>
PA2_Transcripts.docx	<p>And how do we how do we communicate that. How do we make sure everybody's doing what they've agreed to or what they're supposed to or however you know your group is structured in doing tasks.</p>	<p>Individual Core Value, Commitment, Communication</p>
PA2_Transcripts.docx	<p>If you are the kind of person who while learning again what your strengths and weaknesses are. Is a really important piece of that and if you know that like I'm great at delegating and I'm great at coming up with a plan. Maybe that's how I'm going to contribute to this group or if I know that like I'm really good at writing and the rest of my group isn't I'm going to take on that piece. And if you don't know how to understand your own strengths and weaknesses than you may not work as effectively with the rest of your group. I think that communication. I feel like everything comes back to communication. When you're working in a group and you can't physically be there. Being able to effectively write and email that everybody can understand is a huge piece.</p>	<p>Consciousness of Self, Communication, Collaboration, Group Core Value, Individual Core Value</p>

PA2_Transcripts.docx	I think it is a good place for people to challenge themselves and step outside of their comfort zone because they, then have a group to fall back on if something doesn't go right or something doesn't go the way they want to they have a support system built in	Chance/Risk, Individual Core Value, Yosemite Leadership Program
PA2_Transcripts.docx	I think one of the really cool things about YLP is that if you are an intern or even if you're in the to your program it puts you in a great position to meet people who work in a field that you might be interested in and then I actually get a job or work at the Wilderness Education Center on campus and so that's I think one very obvious leadership opportunity is to get hired with an organization or agency that you want to work for or learn about and then opportunities build within that just like they would at any other job opportunity. For those of us that have gone through the program and have been partnering with it as the new generation of students are thinking about their service projects and their capstone projects. Some of us that have stayed in contact to get invited to offer like put in a proposal for a project for those students and I think that is a really cool way to kind of bring this full circle. You know I've gone through this program and I've done my own service project and now I get to be the one that kind of helps create and shape the project for the next generation. And that is a whole new leadership opportunity that I wouldn't ever have had as a student in the program. But I also wouldn't have if I hadn't gone through this program.	Yosemite Leadership Program, Resources

PA2_Transcripts.docx	<p>I think yes absolutely. Because if if the goal of YLP is to create these communities and these leaders who are going to be taking care of our public lands in the future then we have to understand what is important to these communities that we're building. You know what, what are the different needs and wants and challenges that all of our stakeholders are facing we can't understand those things if we don't have dialogue and discourse between both the people in the program and the people just among the people in the program and then between the program and the outside communities that we are working with. And I think it does a fairly good job of that. You know I remember when we said I don't know if you heard the story but a couple of years back there was a stabbing incident at UC Merced. And one of the things that the YLP organizers did was call a separate meeting to let students talk about how, how do you feel about this. You know what do you need. And even though that's not directly related to the immediate mission of protecting Yosemite National Park you know that incident is going to have repercussions that has the potential to touch these places in these parks. And so we want to be open and honest about that from the get go.</p>	Yosemite Leadership Program, Trust, Group Core Value, Resources, Communication
PA2_Transcripts.docx	<p>I think pooling from when you're talking about the the people that actually run the program and the people that you bring in to speak or the people that you bring in to submit a capstone proposal or the people that you bring in to help run workshops it's like just bringing in people from all different backgrounds with these different value systems and belief systems and exposing the students to just different viewpoints is a good starting point.</p>	Yosemite Leadership Program, Resources

PA2_Transcripts.docx	<p>I think well one of the challenges I think that we have or that YLP has is recruiting students from diverse backgrounds. And I think some of that comes from just like the name and messaging and the types of people that are going to apply for YLP from a lot of these traditional outdoor user groups because that's who feels comfortable in this space. It's kind of a natural thing. And I think again when while he is selecting students for its program it does try to be very intentional about like we don't just want all the Eagle Scouts and you know rock climbers, we want maybe the kids who have never been outside, who've never been in a park, and sometimes will all work to recruit those students or select them.</p>	Challenges, Yosemite Leadership Program, Equity
PA2_Transcripts.docx	<p>I think partnerships are everything for the program. One because it is the partnerships that we have or that YLP has with different agencies outside of the park service and UC Merced provide different viewpoints different different challenges that these organizations are facing and are trying to use to teach these students. So for example one of the partnerships that YLP has with the mayor said City School District it's the public school district. And so they have a whole different mission and a whole different set priorities than the park service might have. But when there are ways that we can come together and work together and solve problems in a unique way it allows the students to think critically and to step outside the zone and build a network that extends beyond like the immediate leaders YLP</p>	Yosemite Leadership Program, Collaboration, Resources, Society/Community Core Value

PA2_Transcripts.docx	I think helping the students find resources that are open ended. I guess for lack of a better word so instead of saying like hey here's this problem that we need to go solve. Saying to the students like hey here's this funding opportunity for a project and if you have an idea for something that fits in this proposal like you should run with it rather than saying like here is here's the need go solve it. Which I realize is like I definitely think that there is a time and place to say here's the project go work on it because I think that's a really valuable important step.	Challenges, Yosemite Leadership Program, Resources
PA2_Transcripts.docx	Rather than just handing a student like say go go do something go do this now you've done that now just go do something and then supporting them through that process.	Role Models, Yosemite Leadership Program, Collaboration, Resources
PA2_Transcripts.docx	And then I think just teaching general networking skills and like simple skills like how to be professional when you're approaching someone in your network that you're asking a favor from. How do you sell yourself in two minutes to an actual employer or a potential partner. Teaching that professionalism and networking is, is one of those fundamental skills that YLP can give that can then be built up	Collaboration, Resources, Yosemite Leadership Program
PA2_Transcripts.docx	So I think I won't talk too much about about recruitment just recruiting diverse students with varying levels of experience and comfort in the outdoors or in the natural resources field is a huge one. I think that time for the leaders is a huge challenge.	Yosemite Leadership Program, Challenges, Equity
PA2_Transcripts.docx	I just think that the people that run YLP they have so much on their plate and they don't like they're trying to do so much that it's puts a lot of pressure on them and it it just becomes a like there's only so much they can do. They only have so much time so I guess having access to more, more people who are running and being leaders of this program having	Yosemite Leadership Program, Challenges

PA2_Transcripts.docx	And that's not to say that like you're not doing a good job like I just think they need more support.	Yosemite Leadership Program, Challenges
PA2_Transcripts.docx	The funding is a challenge for everyone everywhere. Like I need to elaborate on that too much. What else. And then physical space and resources is also a challenge. And that's something that I think also in national parks we all face. Like there isn't a or at least when I left there was you know a dedicated classroom to YLP or a place where students doing their projects could store their stuff.	Yosemite Leadership Program, Challenges
PA2_Transcripts.docx	On the UC Merced campus yeah, the UC Merced facilitator you know he has an office and he has an intern who has some office space and a wilderness Education Center which is the like employment kind branch of YLP. They have a little bit of space to store stuff. But a lot of times students doing these projects or working with YLP if they have physical things they've created you don't have a place to store them.	Yosemite Leadership Program, Challenges
PA2_Transcripts.docx	And then I guess transportation seemed like it was becoming a problem towards the end because it was so expensive to like get a bus to take students on field trips. So then they would you know have students carpool and drive but only so many students had cars and so so many times they were then calling on people who were not active participants to help transport students around.	Yosemite Leadership Program, Challenges
PA2_Transcripts.docx	I mean I think there are actually pros and cons to that. The pro is that the cohort then gets to meet former members or other people who they might not have met. But then I think it also puts a little bit of stress on the cohort members that do have a car. Then they kind of become the like go to people who are always being asked to drive.	Yosemite Leadership Program, Challenges, Communication

PA2_Transcripts.docx	I think that they the very least having dialogue about those types of challenges. And even when again they're not obviously tied to a current issue that we're facing in Yosemite National Park or public lands just allowing space for those conversations is important. And I think when you are helping students choose or deciding on service projects.	Environmental Justice, Protecting Resources - Conservation, Yosemite Leadership Program, Controversy with Civility
PA2_Transcripts.docx	Pulling in service projects that address all of these different things and maybe aren't just all focused on you know natural resources in a park but that allows students to to work on one of these challenges that resonates with them.	Consciousness of Self, Yosemite Leadership Program
PA2_Transcripts.docx	And then I think confidence just the confidence that like hey I can be a leader now and maybe I'm not. Kind of like you ask that question without looking for it. But here is an opportunity and maybe I should take that so confidence in oneself and one's abilities and what one has learned throughout this process. I think, what else, again that like basic networking and professionalism you know a student who has gone through this program and then has a job is maybe in a better place to come back and help other students.	Yosemite Leadership Program, Congruence, Role Models
PA2_Transcripts.docx	That means help them find work or help them pick projects or you know submit a project proposal that students can do.	Role Models, Collaboration



PA2_Transcripts.docx	<p>And one that I feel like if if someone has the answer for it then we don't even need to do this. (laughter) Well, I think starting with so something I feel like maybe it isn't always or didn't always happen in the existing YLP program and the the partners that are running this program aren't always on the same page. So if you're taking them somewhere else and you know it's going to be another park in another university making sure that from the get go. All stakeholders who are running this program are on the same page and have the same priorities and goals and values. And I think as it does everywhere no matter how well you do that you're always going to find that there is another stakeholder who you didn't account for that's involved you that maybe has competing ideas or values. But building in a way that you or your program even when it's touching a federal agency in a state agency like UC Merced and the National Park Service that you can be flexible on how you respond to those challenges. And so one of the examples that I'm thinking of for YLP specifically is you know you've got the UC Merced side of running YLP and you have the National Park Service side, but within that National Park Service side there are different divisions and branches within Yosemite that will take on interns. And sometimes the supervisors within that within those different divisions maybe have different priorities of how we're going to use the labor from this intern and it isn't always in line with how the YLP program as a whole envisions these students are going to get skills out of out of this so just being able to adapt to those challenges and have tough conversations. And being willing to say well maybe this isn't the right fit for this division within the park and we needn't go in a different direction. On the UC Merced side you know one of the groups that sometimes collaborates with YLP is the</p>	Yosemite Leadership Program, Challenges, Resources
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	<p>outdoor experience program so that's the UC Merced like recreation in athletics division of the outdoor, outdoor program and sometimes when that group is working with YLP generally related things like their ultimate goal is to make money thru offering outdoor experiences and YLP's goal is very different from that. So sometimes those those values buttheads and can make it challenging for everyone involved. I think after you've established this collaborative partnership between your main organizations like going into the community and seeing who like you know what are the challenges that this community is facing. Who are the organizations that are addressing this and how do we pull them into this partnership and make them resources for our students and make our students resources for them. Which I think is something that, is, has happened more you know as YLP has grown it's created more of those partnerships. But trying to maybe have some of those folks on board from the get go so there's already something built a network for these students.</p>	
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PA2_Transcripts.docx	<p>So yes I think people skills are important I think the skill of being able to communicate what, like when, when I need help or when someone needs help. I think that is a big thing that especially when you're working with group projects is something that people just tend to avoid those tough conversations like hey I need help or hey this isn't working for me. I think like empathy which isn't something that always can be taught. But I think that is a really important people skill that maybe not everyone in high up leadership positions have are able to practice or exercise And then I don't know if this is a people skill but just like being able to admit when you're wrong or like just being able to swallow your pride I think is a really important one that is so tough for everyone. But is you know the one that allows you to take those bad situations and diffuse them.</p>	<p>Controversy with Civility, Congruence, Communication, Empathy</p>
PA2_Transcripts.docx	<p>Because you can't compromise if you can't do those things. And every decision that we make no matter how good the intentions are like there's going to be there's potential for a winner and a loser and if you can't compromise then you can't find the middle ground that is the best for everyone and you can't compromise if you can't do those things.</p>	<p>Controversy with Civility, Group Core Value, Consciousness of Self</p>

PA2_Transcripts.docx	<p>Well there's a lot of problems that need to be solved and so there's a lot which I think is like there are a lot of opportunities for students who maybe wouldn't traditionally be interested in like - hey I want to work in a national park. But you know when you but they are very interested and like racial justice and there's a lot of places where environmental justice overlaps with other things and so a lot of problems mean a lot of opportunities for people to feel like they have a stake. And for people to you know become passionate about something that touches a national park. I think there is because of all the challenges especially in this country and the angst and feeling about how maybe our political leaders are treating, there's a lot of people who are motivated and activated to do something and that you know provide potential for resources that wouldn't be there in a calmer time.</p>	Environmental Justice, Citizenship, Change, Future Leaders, Protecting Resources - Conservation
PA2_Transcripts.docx	<p>Thank you and I think a lot of that falls in line with when we're talking about how people of color, or people or people of you know non, LGBTQ people like how are they being impacted by everything that's going on in our country and in our world. And we can look at who are our user groups in this national park is kind of a microcosm of how they are being left out of the larger conversations.</p>	Equity, Commitment

PA2_Transcripts.docx	<p>You know I think like health and wellness is something that people are trying to focus on lately or maybe. And as a as an urban park we are in a unique place to be a physical location where people can come in and work out safely and feel like they're not going to be you know harassed or you know attacked by a gang like there were in an urban place where there isn't always a safe place to go for a run or go work out. And so. Obviously touching the city we have different challenges than a more wilderness national park would have right. And so that can be both an opportunity and a challenge how do we make sure this stays a safe place and once it is how do we attract people to come in here and use it.</p>	Society/Community Core Value
PA2_Transcripts.docx	<p>I think as I don't know where to start framing this one but over overpopulation, I think is a huge like planetary issue that we facing and we're seeing it in our national parks. Yes we want people to come in and we want the space to be accessible but how do we balance that against like there is carrying capacity for our national parks. How do we find ways that people can use this space without damaging it or you know causing harm to the other people that are there and making sure that we're within our bounds of what we can manage and protect which then just gives us the opportunity to find like what are alternative uses for this land that people can come in and do that's impactful in a different way spreading out our impact.</p>	Protecting Resources - Conservation
PA2_Transcripts.docx	<p>Thank you for everything that you do. That's what I want to tell them.</p>	Yosemite Leadership Program

PA2_Transcripts.docx	Like don't be afraid to put yourself out there and to ask for help. I don't think that I would have the job that I have now if I hadn't gone back to my YLP network and said hey I'm applying for this job and I really want it. Does anyone know anyone in this organization that can help me. So say that is like my number one.	Yosemite Leadership Program, Chance/Risk, Consciousness of Self, Resources
PA2_Transcripts.docx	I try to whenever there's an opportunity with my organization for work like I try to send that to YLP it's not a direct like hey guys go put yourself out there but it's my way of trying to like you to like lead by example.	Role Models
PA2_Transcripts.docx	Or you know and as a student who has come through. This would be what I would say not so much the students were in the program now but were somewhere in the space between where I am and where the students are now like go just going to offer to the students that you know hey I want to help you guys you know I need someone to look over their resume or does anyone need someone to do interview practice with.	Yosemite Leadership Program, Resources
PM3_Transcripts.docx	the Yosemite Leadership Program is an opportunity for students of UC Merced to engage in curriculum, experiential opportunities and teamwork building in the classroom, and outdoors that focus on developing their leadership skills, as well as their relationship to public lands.	Yosemite Leadership Program

PM3_Transcripts.docx	Well from what I gathered about the Social Change Model, you're looking at different scales. So being able to think about how you are being, evolving as an individual, as a group or a team, and then at a larger scale in the community, and/or your culture or your society. So I think my hunch is that the Yosemite Leadership Program was developed right in the heart of the idea of the Social Change Model. So here they are as young adults and adults developing themselves and their leadership skills and their public speaking skills, and their awareness of what's going on. As a team as the Yosemite Leadership Program cohorts to understand their role, what is around them in their community, and then how they can make an impact or a change in that community.	Yosemite Leadership Program, Society/Community Core Value, Individual Core Value, Group Core Value
PM3_Transcripts.docx	I think throughout the two year of that program there, they're able to kind of see it on all three scales.	Yosemite Leadership Program
PM3_Transcripts.docx	I think leadership is at least in relationship to this program, I see leadership as an awareness of what is happening around, and what your role is in making changes.	Consciousness of Self, Congruence
PM3_Transcripts.docx	I see the opportunity for our students to be leaders both in their action, in their written word, in their participation. So kind of veering away from the classic leadership as the person in front, or leadership is the loudest voice in the room, but just the leadership as a participation I see as a big component of this program.	Commitment, Yosemite Leadership Program

PM3_Transcripts.docx	Which why should we start with? I think it's such a low hanging fruit for all of us who are invested in our public lands, who work so often with our youth and our kind of next generations, but at some point we all become, we hope we all become aware of our world and our role in it, and I think the Yosemite Leadership Program is just such an incredible track to heighten that awareness, to allow that kind of learning curve to be happening with other concerned and caring peers, and to have mentors and models of what you want to do with that care and compassion.	Empathy, Yosemite Leadership Program, Protecting Resources - Conservation, Role Models, Consciousness of Self, Congruence
PM3_Transcripts.docx	So the why is that we needed on a global scale and on a local scale, but why on campus, but why in Yosemite I think is just such a rich opportunity to take such a diverse campus, such a young campus that is growing and exploring itself, and help shape what we're looking for college students to be, college graduates to be in our day and times, which is concerned citizens about different topics. For this one it's about it's the environment, it's public lands, and what they do with that interest.	Future Leaders, Protecting Resources - Conservation, Yosemite Leadership Program
PM3_Transcripts.docx	And if it's an unknown, we don't know what that leadership or what those interests could be and why would I bury my head in the sand as opposed to not take a chance and take on that extra responsibility and those extra challenges, but also that really extra freedom and opportunity.	Individual Core Value, Chance/Risk
PM3_Transcripts.docx	Like any muscle, like any experience, we just have to continue the practice flexing it. You just have to think so much about leadership that is engaging, is learning, is collaborating, is just kind of continuing to try. So what I learned and always learn is just try.	Change
PM3_Transcripts.docx	Then on the personal skills, just the risk of not knowing enough.	Chance/Risk



PM3_Transcripts.docx	As always in that try you're reminded of what are the things that you can learn, and what are the things that you bring as your strengths? And ultimately, I found that my strengths are the things I bring as a leader were enough to carry me to this position and give me the room to be able to grow and learn the things that I didn't know.	Persistence
PM3_Transcripts.docx	If I failed to act I think a lot of things would've been easier for me over the last few years in terms of some of the challenges I had in being a leader in our team and some of the personal challenges as we all went through.	Persistence, Chance/Risk, Commitment
PM3_Transcripts.docx	I also would've missed out on really getting to be a big part of wilderness leadership and some dynamic times on a regional level, went through hiking opportunities, and then this park, and really dynamic cultural change times, and being a part of sort of the larger management picture has been so rewarding for me to get to highlight my strengths and my interests as a leader, not just within wilderness, but just on a park level.	Protecting Resources - Conservation, Change
PM3_Transcripts.docx	I know that there is a whole set of skills that would be relevant for today's society and its unique challenges, but I think leadership skills that have always remained true are just to a place to form that interest, to form that passion to become a leader of something. Whether that's speaking up for treaties, or speaking up for homelessness, or speaking out against bullying. All of that comes from a point of passion, and that passion starts with some knowledge and some experience.	Congruence
PM3_Transcripts.docx	I think the leadership skills for youth taking those three steps back is they need experience and they need education.	Consciousness of Self

PM3_Transcripts.docx	Places to build that passion to then take on the ways that they move that passion forward, they move that education forward. So once they have those experiences, I think the next things that people need, or youth need are their peers and mentors to share those experiences, share that passion and brainstorm those opportunities of what's next. Then a platform to test out those what's next? Be that with each other or in their community.	Resources, Collaboration, Society/Community Core Value
PM3_Transcripts.docx	Dissect basically where the heart is and where the brain meets that. So where these things really charge us as passion citizens, and that quality of a leader is taking that passion and seeing how to formulate that into action, formulate that into building community or cohesive thought about it. I feel like those qualities of learning how to do that, and also maybe just being able to recognize when and how it's being done in the world around them.	Citizenship, Change, Society/Community Core Value
PM3_Transcripts.docx	I think for that the collective action is just often about how to ... our leaders, how do our youth and community members build cohesion? How do they either participate in it or drive that together. So whether that is the quality of building group's cohesiveness, or identifying places where that change is most likely to occur and investing in that, learning about being aware of the resources around and how people can fit into them.	Common Purpose, Resources, Group Core Value
PM3_Transcripts.docx	Think that is sort of that quality of learning about opportunities and seeing the scale of going in that social model from what you're individually feeling to how that's rippling on a community or cultural level, and your role in that.	Consciousness of Self

PM3_Transcripts.docx	I mean I think one of those great opportunities we all have of why community and diversity is valuable is just hearing other opinions, hearing other experiences, and driving, or moving us away from like okay, this is the one sort of paradigm I know, and then the one where I want to change it. So that collaboration is that opportunity to experience and understand the different perspectives, the different paradigms, the different opportunities that are out there.	Controversy with Civility
PM3_Transcripts.docx	So that is the grand seller of collaboration to me, both in being able to be aware of what's going on, and then also how to improve those opportunities.	Collaboration
PM3_Transcripts.docx	When we're not this island, or we're really interacting with the world around us, the other groups who are impacted by this, and not choosing to allow solutions to be so simple. I mean it's nice to have successes and say great, you solved this. We all need some positive affirmation when we're trying to take those risks and be young leaders, or old, grouchy seasoned leaders, but we also need to really develop those strong leadership skills to be able to see the complexity of challenges and the complexity comes from that collaboration.	Collaboration, Resources, Chance/Risk, Commitment
PM3_Transcripts.docx	what leadership opportunities exist because of YLP, that's actually a very long list.	Yosemite Leadership Program
PM3_Transcripts.docx	In my professional world I think the internship is the first and kind of like easiest one to sell, and a summer long internship in a professional setting in the park is just such an incredible opportunity to take their experiences that they're having in the classroom and apply them in the parks, and in those professional settings	Yosemite Leadership Program

PM3_Transcripts.docx	<p>But I think well before folks are ready to be an intern, those leadership opportunities just within the classroom, being - reading articles, hearing speakers, having focus conversations, and having to then carry out a capstone project where you are taking the initiative in contacting your community, and identifying what the challenge is and how you want to solve it are just such incredible practices for the rest of our lives as leaders, and in some ways they are practices in that they have the structure and timeline and kind of safe number and lots of support. But they're not pretend, they're real. They're actually giving tangible things that are useful to these partner agencies, or to this leader who comes to speak at their class, and I think that's what gives those opportunities the real richness. I think we've all done those kind of practicums and you're like okay, I'm like pretending to drive, but I'm not really actually figuring out how to drive, because I'm not actually doing it. I think the opportunities in YLP are so neat because they're real.</p>	<p>Yosemite Leadership Program, Future Leaders, Change, Society/Community Core Value</p>
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PM3_Transcripts.docx	<p>They're everything it seems. So whether that is the root of the partnership, which is the relationship between UC Merced and National Park Service, which of course is what allows for the right staffing and the right location and the right support when folks are on campus, and when they're in a park, it's what allows for all the carryout of the retreats and the spring break trips and all the things that kind of continue to build that collaboration and that group. But really it's also clearly so much about the partnerships that are smaller pieces, but when you look back are kind of the tidal wave of what propels this program. Whether that's the speaker who comes on one Wednesday out of a semester to the groups that ask for support from the capstone project and kind of really take the idea of a capstone from a vacuum into the real-world setting. So I see it on a weekly basis the relevancy of partnerships in YLP.</p>	Collaboration, Resources, Yosemite Leadership Program
PM3_Transcripts.docx	<p>I think from my seat, the challenges are the funding, and not that there isn't enough of it, but that there is a lack of security of it.</p>	Challenges, Yosemite Leadership Program
PM3_Transcripts.docx	<p>what we have done and what Jesse has done in the last 12 years building that program is so amazing. I see in many ways that it's ready to take the next step from an organic growing young program to an institution and a solid base. But that doesn't come without more of that institutional funding. So I think for it to kind of take on version 2.0 or 3.0, it's grand challenge is the security of funds.</p>	Challenges, Yosemite Leadership Program

PM3_Transcripts.docx	<p>So just on in going to see the capstones last night, there was one of the capstone projects was about DACA and I was struck with how moved we all were with the honesty and sincerity that these students were talking about DACA, but one of my questions was just how do you decide on this project? Like this outcome of this project? This is a national conversation and where ... it wasn't clear what your output should be if you're gonna tackle DACA. So how did you get to this as your outcome? Perhaps that was a very challenging question, at somebody and for these students, and kind of got a muddled answer, and it caused me to feel muddled of just of course we want to be talking about these things. These are the challenges that are facing all of us, not just youth, but certainly very much as they are the, as the coined phrase of our growing next generation of leaders.</p>	Future Leaders, Change, Society/Community Core Value
PM3_Transcripts.docx	<p>What's neat, and also perhaps a great challenge is that there really isn't an obvious answer of what's taboo and what's not, and what fits within the realm of the Yosemite Leadership Program and what doesn't. I think that in its current state that awesome. It wouldn't necessarily feel particularly obvious that Yosemite Leadership which lives within a wilderness program should be talking about immigration. But of course we should if it's relating to the students in the classroom and how they can then be leaders in our country. So the challenges are perhaps in light of that are just figuring out what our scope is. How do we allow for all of these passionate topics to come in and be given that center stage and the skills to be able to process them and the knowledge base to be able to inform and identify what our steps of action are.</p>	Future Leaders, Change, Society/Community Core Value, Yosemite Leadership Program

<p>PM3_Transcripts.docx</p>	<p>hose skills to me are how do we do research? How do we learn information? How do we process that information to form opinions about? And how do we identify what are the needs and gaps to take things on? Then the skills of how we communicate? How do we orally and written? So sort of those kind of social action skills? And the capacity is such a fascinating one because from the outside I am often kind of almost dampened down the capacity of what this program is doing, because from the outside I'm like these are just such passionate people both in the management side and the Jesse and the Jess, and main Maynard back in the day, and the students, and I want to make sure that we're keeping that measured. We're not burning people out with their enthusiasm, that they don't have a lifetime of that ahead of them.</p>	<p>Communication, Persistence, Role Models, Congruence</p>
<p>PM3_Transcripts.docx</p>	<p>So identifying I think, this is probably the least motivational capacity answer you'll get, but the capacity to do it in a measured way. The capacity to not burnout, the capacity to think about okay, how do I take this one on today, and how do I table that one for next month? That, it's hard when we're passionate and we're just learning everything freshly, and we're being exposed to all these great opportunities. But I think in line with that skill, what I see YLP doing so well in terms of building people's capacity is again that we're not doing things pretend. We're actually going to see, hear this speaker, or engage in this conversation, or see this action, carried out, that there is this understanding of what does this actually look like as opposed to one day when you want to do that, this is what it'll be like, and I think that really helps people understand what it takes.</p>	<p>Empathy, Persistence, Change, Future Leaders</p>

PM3_Transcripts.docx	<p>I mean I think our context now I think of in relation to sort of this social media world of things move fast and things are accessible, and they are not tucked away in the high shelf of a library, right? Our information is around us and digestible at all times. What we're hopefully building in the skills and capacities of our leaders is that interest in being aware of what's going on and what to do with it, and I think YLP is such a neat example of that, and because we are not limiting sort of what our scope is to be just about wilderness in Yosemite, we're allowing our students to see their world around them more wholly, and see the connections between when we are providing enough food and water, we're allowing for people to be more engaged in other issues, or when we're providing proper healthcare, we're having more money to spend on education or the environment, or technology. So just seeing the interconnectedness of all of these societal issues, again, that collaboration I think really highlights the where and how we need our leaders to be.</p>	<p>Future Leaders, Protecting Resources - Conservation, Change, Society/Community Core Value, Collaboration, Resources</p>
PM3_Transcripts.docx	<p>I mean I must sound like an old lady whenever I'm in those classes, and I'm just so blown away that I was not doing that in college. I was not that engaged. So I mean for one my advice is appreciate that you're ten steps ahead. Perhaps our society needs us to be ten steps ahead at this point, but just have some appreciation for the skills that you're already gaining, and the opportunities that are being exposed, and then being forward thinking about how we take this YLP experience once we've graduated. What do we do with it now that you have this whole toolkit? What's that next program? What's that next opportunity? What's that next step? And recognizing throughout all of YLP there's been so many mentors and supporters of the program who want to help you find that next step.</p>	<p>Future Leaders, Congruence, Consciousness of Self</p>



S6_Transcripts.docx	Yosemite Leadership Program, has a lost of different facets to it so it's hard to put everything under one single description. But if I were to give like a big overview I would say it's a program meant to empower UC Merced students through the use of Leadership techniques and also a little bit of outdoor adventure.	Yosemite Leadership Program, Citizenship
S6_Transcripts.docx	Well I think when they set out to build the YLP they had a couple of things in mind. I think the first thing they had in mind is what they want to give students a very light cohesive cohort to go into especially for like those you know first year that they take on. And it's really cool because if you're like a first year you're doing the YLP. You have like 24 other like really solid friends for the rest of the four years at school. So it's, it's almost like a really good support system to have. Um. Next up it's obviously a leadership development program. You've seen things like the social change model and I know there is going to be questions about that later on. You're just saying things about your general development. You're learning how to build your resume and your (what is the word) professional skills. And also it's meant to give some or it's meant to like give you experience as well like straight up good experience in the real world. You get a capsule project which develops you like a lot and. You also get to so much, there's a lot.	Yosemite Leadership Program, Collaboration, Change
S6_Transcripts.docx	Where during your capstone project you're also given a third party partner to kinda work with so for many students that's going to be like their first foray into the professional world.	Collaboration, Resources

S6_Transcripts.docx	<p>Now the YLP it's solid it's a it's a good social instrument for students it's also a good professional building instrument for students. There's also community outreach that goes into it. Every YLP cohort has some kind of different community outreach project. Mine for example was kind of what the rest of my cohort I'm get a mural going a mural project going into a local park here in Merced. Other students get to do like trail cleanups and stuff like that.</p>	<p>Yosemite Leadership Program, Society/Community Core Value</p>
S6_Transcripts.docx	<p>So to me the social change model would be a kind of a framework you can use to approach getting your community to make changes, positive changes hopefully. There's three main one is typically drawn there's three main circles to it. It's like the individual, to the group, to the community. And then inside each one of those circles there is like an individual like qualities that go into making that kind of um, That stage of social change go well. For example in the individual part you might have like congruence to having your words match your action or in the group stage you might have something like cooperation which is like the ability to be able to work well with others right. So. When you take all of that together you get a pretty good kind of framework that you can use to go out in your community. And it's almost like a cookie cutter kind of thing right. Like you're always going to no matter what kind of project you're going you're always needed two different things. But at least with the social change model you can tell you can have a pretty good idea of where you're going to start. We're going to finish. And the little details or something you can just kind of put in along the way.</p>	<p>Congruence, Individual Core Value, Group Core Value, Collaboration, Society/Community Core Value</p>

S6_Transcripts.docx	I think leadership is typically the ability to take the initiative. When there's other people relying on you. When your direction is considered important for a task at hand or maybe even if you like don't have all the answers in the situation and you have to make a decision anyways. It's something that can be used to positively affect the world around you. Is something that can be used to create social change. And I think it's something that can be learned as well. And practiced.	Consciousness of Self, Leadership
S6_Transcripts.docx	That's a hard answer because I feel like the why of the Yosemite Leadership Program is almost to help students find their why. It's, it's really built I feel to [00:12:26] empower the students that go into the program and help them accomplish their goals. [3.9] And when students do that then the Yosemite Leadership Program is accomplishing its goals by proxy. That's what I would say that one. Also just giving the students the tools they need to succeed. I feel that's college in general, universities in general, but Yosemite leadership program definitely exemplifies that extremely well. Especially if you look like the leadership and how the students are talked to and how they're treated and what tools they are given. Helps students reach their goals empower students maybe also it gives students a little bit of direction. A lot of times. When you see students going into that program they're walking in not necessarily knowing where they're wanting to go with things. And then a lot of them walk out with like of Yosemite Park ranger badge. They're like totally stoked about this amazing career they are going to have - right. Yeah that's good.	Yosemite Leadership Program, Future Leaders, Protecting Resources - Conservation, Individual Core Value

S6_Transcripts.docx	<p>Yeah but that would that would essentially that exact moment would would have been that I didn't go in for this moment kinda of thing. You know it was the oh crap there's like this bear a tree and things just got real. We need to decide a course of action. I had another ranger on me with that trip Ranger Rob, I think you're probably gonna have another interview with him a little bit later but we just kind of convened and just talk about what we should do. We saw another couple on the same trail as us the they were watching the bear as well they got a little impatient. So they kind of just like went under it and you just got through it really fast and were like OK. The bear is not showing any signs of aggression. It's just chilling out. I don't even think it's noticed us. So we kind of just, but we had a little bit of distance too which was good, so we kind of just slowly and very carefully just went our way went by it. And didn't bother it and we got to the end of the trail. But it was just kind of like. It was one of those moments where like, everything just was like whoa and Life comes at you fast you know.</p>	Commitment, Chance/Risk, Stress
S6_Transcripts.docx	<p>What I learned. I would say. I would say that leadership opportunities don't come exactly when you would want them to. They're actually like usually quite unexpected, you can't usually plan these things out. But if you like approach things with like a sense of calm and like patience then more often than not you're going to be able to find your way out especially in a situation like that because if we just like all freaked out oh my God there's a bear, we would have freaked out the bear, things would have got even worse and yeah it wouldn't have been pretty, so.</p>	Congruence
S6_Transcripts.docx	<p>That's it right there just messing up a hike that I was entrusted to lead by the school. That's that's the risk there.</p>	Consciousness of Self, Commitment, Chance/Risk

S6_Transcripts.docx	Yes so once like all that adrenaline from like that initial experience cleared up. I look at, I look back at that very fondly. That was some of the best Instagram posts of my life that I'll probably ever get, but yeh. It's not, looking back at it now especially knowing about how all the danger that was possible in that situation how did it come into fruition.	Consciousness of Self, Commitment, Chance/Risk
S6_Transcripts.docx	That makes the experience a lot better, on looking back. And I feel like it was handled well and I feel a lot more confident about the next hikes that I have to lead. Because nothing like that is in all likelihood nothing like that's even going to happen.	Observe, Consciousness of Self
S6_Transcripts.docx	Well now, no matter [00:21:32] what. If anything ever goes down. I know that I'm, I just need to take a moment stop and just kind of like take a breath and kind of like examine the situation. [9.9] They taught us to do that in the wilderness first responder courses that we took that's medical safety though. But you can kind of apply it to almost you know, anything that goes wrong. You just take a moment to realize what's going on have some situational awareness and make a decision.	Consciousness of Self
S6_Transcripts.docx	I'd say that over all, though what are the best leadership skills you could possibly have is to be flexible in your approach. And that that goes into whether you're trying to change, especially if you're trying to change individual, group, and community values because, you, there's just a different approach you need if you're trying to deal with an individual or if you're trying to deal with a group.	Consciousness of Self, Leadership

S6_Transcripts.docx	So for the individual quality it would be for me integrity. I'd say it is a very, very important value. I would say flexibility, flexibility is also huge. For an individual. patience. And a lot of times especially when you're trying to you know change like community values like, these things take time. And I think I said that before but congruence as well having your work to match your actions.	Congruence
S6_Transcripts.docx	I would say like, the biggest personal quality, and if you want to instill social change it has to be like honestly and forgiveness. Honesty is important just for anything. For social change especially because you need to face things that may not be, that you may have to face like a lot of like- people may have a certain idea of how a situation is that is clearly wrong and you have to be like honest about it and you have to like help them like come to terms with that.	Trust, Consciousness of Self
S6_Transcripts.docx	Oh and forgiveness. I just said that because like you know when I think of like really good leaders like Martin Luther King Jr., Gandhi, and people along those lines. Was the president of South Africa's name, that um, one guy starts with an M, that already know, that's it right there Mandela. Nelson Mandela you know just forgiveness. That's how you, that's how unified groups. I feel a lot of times two groups if there's a wrong party, then their both always keep perpetuating that kind of like same cycle but if you have like just one good forgiving leader. They will just you know wipe all that away and things can start anew.	Empathy, Congruence
S6_Transcripts.docx	Off the top of my head for a group. I would say you got to have communication is not a value, but communication is so, so, so, so crucial.	Communication, Group Core Value

S6_Transcripts.docx	Yeah that's definitely part of the skill set that you need. As far as like a value that a group, I would say it's almost individual too. It's like having that individual responsibility in a group can take group pretty far. If everyone's on top of, on top of their stuff and the group in the groups like bigger the sum of its parts.	Individual Core Value, Group Core Value, Communication
S6_Transcripts.docx	When you talk about collaboration. You get a good diversity of ideas. Going. And then diversity ideas can. It can lead to new solutions that you never even thought for a problem and sometimes that might just be what you need to solve something like maybe it's not you know how hard you've been trying or how many times you felt something maybe you just haven't had like the right idea yet, and something to follow through with. So. Yeah. Diversity of ideas.	Collaboration, Culturally Inclusive
S6_Transcripts.docx	an almost, I almost want to give the same answer for both of those things right. Because I feel like when you, when you are involved in the community. I think the term is like you have like skin in the game at that point. So if you're, if you're invested in something you're going to want to see it. Flourish. There it's like a saying here UC Merced like the only people that don't like UC Merced are the people that are involved. And that's because they like retreated and withdrawal away from like you know something that they could be like contributing to. So when you contribute something. You're going to want to see succeed which is going to increase your likelihood of wanting to contribute to it again. Right. Like a little a cycle that gets started.	Society/Community Core Value, Change, Future Leaders

S6_Transcripts.docx	So they offer summer internship. I give a little speal to every tour group that comes by the wilderness desk to ask about this. It doesn't matter what your major is, it doesn't matter what degree you're trying to pursue is, you can apply to that internship and they'll try to hook you up with a job that will be relevant to your area of study. So what that means is you can apply as a bio major or like engineering major or as like a humanities major and by the end of the internship you'll still have something really good to put on your resume at the end.	Yosemite Leadership Program, Consciousness of Self
S6_Transcripts.docx	Most of those internships definitely have like kind of a leadership context behind it. No one's holding your hand to do the job you're expected to get direction and then execute. Like it's there's there's room to be leaders is what I am trying to say definitely. And also what a lot of students do is they end up doing the internship and then the next leadership opportunity that they get afforded is going to be being able to work at the wilderness education center. This is when you actually get to like become that you know prime time Yosemite Ranger. You know get the badge and everything and then from there, there's just a whole slew of leadership opportunities you're getting from that job. Like I said the OEP hikes you're guiding all the tour group, tour groups you get to talk to all fourth grade field trips you get to lead. I could go on about that for days. Like that job really allows you to really spread your wings as a leader.	Yosemite Leadership Program
S6_Transcripts.docx	I feel for almost any goal you're trying to accomplish because you just get more, you have more firepower you know.	Culturally Inclusive, Collaboration



S6_Transcripts.docx	<p>Like for example if I'm obviously I do think that the YLP should definitely promote like dialogue and collaboration. But so working in the Wilderness desk a lot of times students will come up they won't know what they want to do and it's not like I just tell them do Mirror Lake or do umm, Lower Yosemite Falls. I don't say that. I say like, What are you looking to do? And then we get like some back and forth going and we figure out what's the best trip for that individual person. Then if, let's say I'm going for fourth grader fieldtrip. Then there might be a student that really doesn't like bugs or something right. So I try to like throw some like cool tid bits about bugs and see if I can get like a dialogue instead of like them being on that shelf, eww insect, I'll try to like it get them talk and get to see where the halfway point is what they could maybe admire about a subject that they don't like at all. Yeah.</p>	Controversy with Civility, Congruence
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S6_Transcripts.docx	<p>Is how and especially the rangers at this wilderness Education Center here. They have a really unique position because a lot of the members in this community have never been to a National Park or Yosemite. Even though, you know it's like two hours away right. Right. So. It's I don't want to say it's like a cultural norm but it's it's almost like pretty normal for a whole family to kind of just like not even think about the fact that you know they could be having a blast at a national park that's so close. So I really feel that we have this unique opportunity to get out of the community. Yeah. Out in the community. Like hey like, its two hours away it is so close. You guys will have a blast, we'll do a guided tour or something you know 4th grade three field trips and everything in park. So it's just all about kind of leveraging nature to kind of get families to like do something different and have a difference for recreation because that stuff can be valuable and that's something people grow.</p>	Society/Community Core Value
S6_Transcripts.docx	<p>I mean partnerships are almost everything to the Yosemite Leadership Program, we have which we're funding from the conservancy. We wouldn't even. You know be operational without that partnership right there. Then we have cool bunch of other ones that we we we feel like we have ones that we like look at and we learn from and this kind of vice versa. They look at us and they learn from us as well. Things like that would be like SCA, Nature Bridge, ARC, yeah just program. Oftentimes they'll be serving different age groups.</p>	Collaboration, Resources, Yosemite Leadership Program
S6_Transcripts.docx	<p>They get students to get out of their comfort zone to do things that they wouldn't have tried before. So for the YLP that might mean taking students to like the metal Mark climbing gym Fresno for ARC that may be like doing like a ropes course or like a zipline thing somewhere.</p>	Chance/Risk, Consciousness of Self

S6_Transcripts.docx	I think no matter what program you're talking about I think funding is an important thing to just always bring up funding is always going to be like a big limiting factor. And there's just so much that needs to be done especially with all the individual capital projects that groups have. And you know they have a certain amount of money allotted to them. And it's not necessarily like it's a lot. So students typically have to like make do and we accomplish a lot with like a little bit of money. If there is more funding then it's only like natural to think that more could be done	Yosemite Leadership Program, Challenges
S6_Transcripts.docx	And also I think one of the bigger challenges too is they're dealing with students right. These these are busy UC college students. And just scheduling is just always such a hassle. Not only let alone when you're just like you know having a new Capstone project from a YLP course that you don't even need to be doing. That's not going to give you any units after a semester or something like that. [24.5] It's really it is a lot to take on. It is worth it, but it's a lot. And when you have like a busy schedule I can totally understand how someone like maybe would not be able to make that commitment.	Challenges, Yosemite Leadership Program, Communication
S6_Transcripts.docx	On being independent minded knowing what's right and sticking to your gut with that kind of thing.	Consciousness of Self
S6_Transcripts.docx	I think. I think for a new member in the YLP it's important to realize that everyone starts in a different place. So I would almost say like a skill would be like a [00:42:01] willingness to grow, [1.0] in that respect and to be able to come in to somewhere and to want to learn and that can go really far especially when you have like all these cool resources around you that you can use.	Consciousness of Self, Observe, Collaboration, Resources

S6_Transcripts.docx	And I think also asking for help. Can be something that's like super underappreciated because like some of these capital projects students, students get are like so hard and they're so intense.	Challenges, Yosemite Leadership Program
S6_Transcripts.docx	Well that could mean being more forthcoming with your partner or well you know you can have your YLP partner is doing that capsule project with you or like to your third party partner like the group you're talking to that you're trying to like get something done for- you could ask them you know. If you're not sure how to accomplish the task that they gave you, umm ask them how they normally go about it, ask them what resources they have, asked them if they have any advice for you, you know just kind of like that start dialogue that can kinda give you some more information.	Commitment, Stress , Common Purpose , Resources, Collaboration
S6_Transcripts.docx	I would definitely want a program that inspires confidence in the student. Because [00:43:47] confidence is key especially when it comes to decision making. [2.9] You know like. You can make. You can be. You can have all of the answers and like all information you can still make a wrong decision about something. And you can like totally like let that just you know that that idea I made a bad mistake, I made a bad decision you can always let that just totally control you. But you know if you just go through a program that teaches you like it's ok like these things happen you can always be confident in yourself and in your decision making can go far and like you know sooner or later you will start to be making those right decisions which leads to more confidence and then you can just start kicking butt all day.	Individual Core Value

S6_Transcripts.docx	<p>I think the YLP leaders are really made when they, when you're doing like your first year of Yosemite Leadership Program. And they take you out to do something you haven't done before, like the new experiences. So I talked about going to MetalMark the climbing gym. There's a lot, that's where usually a really cool experience for the first year YLP students, most of them have never been climbing or anything. And when you start like forcing people into situations that they've never been in I think like naturally like, their (inaduble) years like out there like almost instantly. And also like the ropes courses that they do.</p>	Yosemite Leadership Program, Future Leaders, Chance/Risk, Commitment
S6_Transcripts.docx	<p>Yeah they also do hikes, they do retreats in their first year and just you know just getting the students out in those places they've never been before and seeing what they do in those situations they've never been in before and you know succeeding in a situation like that instills a lot of confidence too. Which goes back to last thing. So yeah that's, that's where I would see the leader being made just in those new situations you put your students in. Especially when it's you know because college can get kind of monotonous it so much book learning its very much like theoretical thinking, you're not like ever really getting out in the field and doing anything like that.</p>	Chance/Risk, Commitment, Consciousness of Self

S6_Transcripts.docx	So the biggest people skill I think that can make the most differences. Definitely empathy. The ability to see the world from someone else's perspective is extremely valuable. Whether that's like in an emotional situation with someone else or like if you're like on the job and you're like you know conflicting with another group of people. I think if you can kind of have some empathy. See what. See how they're looking at the situation. Then you have a better chance of finding some common ground which gives you a better chance of you know accomplishing some type of goal with that group.	Empathy, Congruence, Controversy with Civility
S6_Transcripts.docx	Oh I think that being like open minded. That's, that's the people skill I want to see with all the people I work with because you don't want to be working with a group that's going to get too entrenched in their own ideas. [15.9] And you know like. Maybe they're so used to doing something a certain way.	Consciousness of Self, Culturally Inclusive, Observe
S6_Transcripts.docx	That even after, that certain way starts to kind of become obsolete and they will refuse to adapt to the new situation. But when you're open minded that opens up doors like leads to like positive change. And you know it's just nice to know people are listening to your new idea. You know that's just a nice thing to know.	Consciousness of Self
S6_Transcripts.docx	Listening is the big one here. But listening can be broken down into different things as well. I think a big part of listening is, is patience so listening is not. Listening is not you know while the other person is talking figuring out what you're saying nest.	Communication, Congruence

S6_Transcripts.docx	Listening is when you actually open ears, you're patient and you let that person express themselves in the way that they need to express themselves and you understand what they're saying. Yeah. Listening is also like being constructive or communication is being constructive you don't want to like break someone down. When you're telling someone something you want to like give them the information that they need in a way that helps them.	Communication
S6_Transcripts.docx	So you UC Merced said is a very ethnically diverse situation. I believe it's the most diverse UC in California. And I almost feel like the YLP is thriving because they really take an approach to where all backgrounds are welcome and like that the program isn't tailored towards one group or another. Anyone whether you're like a first-generation college student or like you know a kid from Orange County like me can just come into the program and like get a lot from it. So I think just being prepared for diversity and that's not necessarily, necessarily like easy all the time right	Yosemite Leadership Program, Society/Community Core Value
S6_Transcripts.docx	People might have like really difficult views to kind of respond to or people might be stuck in certain ways. But you know just learning to accommodate all of that. And to just give students like no matter how, how they are who they are like avenue for success or really, really helps. So just handling diversity well I feel like. Because society is getting more diverse every day you know so.	Society/Community Core Value, Consciousness of Self

S6_Transcripts.docx	I feel like, let's see your program and you kind of have an idea for how every student that goes to that program where they should end up, right. Now the problem it's that, that's hard to do. When you have so many people starting from a different place. That really means that. And they go it goes back to a lot of the stuff that's been said before and that means that whoever the mentor of that program is really, really, really, really needs to be flexible. They need to be flexible and they need to take. They need to tailor their program based on the individual not necessarily what they - Like and what their vision is of success. So that is what I would say.	Yosemite Leadership Program, Challenges
S6_Transcripts.docx	Well we had a lot of students that, well you're working with students, students are like they're not like fully functioning adults. Who are used to like all their emotions and everything so you just got to like be ready for that like we had a lot of- Or I remember like the internship. There were a lot of students like you know getting into relationships and stuff like in there like little houses and stuff. So now that was like oh... and then work wasn't getting done because of that and people get distracted and then like I said before everyone was all so different and then you have all these different people like who never lived in a national park before living in a national park and like it just there's just a lot that can just go a little haywire. Yeah.	Yosemite Leadership Program, Challenges
S6_Transcripts.docx	The emotional toll of being a leader is being comfortable with being wrong and still being able to like get back up about it.	Consciousness of Self



S6_Transcripts.docx	My advice would be to have a plan. But be totally ok if it does not end up looking anything like your plan. Before I went to college, I didn't even really even consider being a park ranger is like a career choice right. Like that's just not something you think about, especially you know like going out and going through school. People tell you, It's all about like the STEM or it's all about you know becoming a doctor or something. And no one even says you could have a totally cool job and like as a park ranger in Yosemite or something. That's not even something that people consider. So I would say like you never really know where we're gonna end up and you don't want to miss out on like a really cool opportunity just because it's not part of like your pre-defined plan in your head.	Change, Future Leaders
S6_Transcripts.docx	That just looks like enjoying your life as it is and not how you expect it to be. I think. It's I think that's the really simple like you just gotta like think, like plans or only like plans because, there's a saying that I can't remember what it is. But the notion of it is like it's like rules are only meant to be broken like plans are only meant to be changed something like that, you just gotta..	Consciousness of Self
S6_Transcripts.docx	I am pretty active on social media. I do brag a little bit about this totally cool badge that I got and my sweet hat.	Consciousness of Self
S6_Transcripts.docx	We share that a lot I think with fourth graders. They are so, they get really stoked when they see park rangers. And by the end of any field trip like a lot of them are asking like how do I get that badge you know. And I think right there, if they're asking that you have accomplished like your mission. You know they, they're interested atleast and like. An alternative kind of like career so.	Role Models, Congruence

S6_Transcripts.docx	And I think one of the biggest ways you can kind of share too is when you're in the park and you're just being nice to visitors you know like you just kind of show them like, like why would I have a reason to be mad, like my life is great. Like I have a totally awesome job you know. Being nice to visitors, being friendly, show them what it's all about.	Consciousness of Self
S6_Transcripts.docx	I would just like to add that I'm just super grateful you know like I said before this is not how I thought my life was going to go at all. But that's not a bad thing. Right. Like there's just so much cool stuff that's happening. I never thought I'd be like guiding hikes in like the wilderness especially considering that I grew up in the suburbs of like Orange County. Like I think that would happen to me like I didn't consider that as an option. So you know without the YLP, I wouldn't have even I still would have been like my old and my old zone, I wouldn't have even thought about it. So I'm just, I'm just grateful for all these new avenues that are open to me now.	Congruence, Yosemite Leadership Program
PM5_Program_Manager_5b.docx	But there's that whole group right, and I would say the other piece for me, as I think about the complex problem solving and all that work, Heifetz work around adaptive leadership has really been informative for me, as I think about what we are preparing YLP students to do when they graduate.	Chance/Risk, Future Leaders, Yosemite Leadership Program

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