

Student Leadership Development



*Preparing Mason students to be leaders with a
commitment to
Service, Ethics, Engagement and Diversity*

Presented by Julie Owen, Wendy Wagner & Nick Lennon

Learning Objectives

As a result of participating in this program, participants will:

- Learn more about **how** students learn to be leaders and **what** students should learn to further develop as leaders.
- Learn about model practices in the field of leadership, which can be incorporated into their work with students in their respective departments.
- Learn how their respective departments can be part of an overarching and innovative leadership development program at Mason (the SEED Leadership Program).



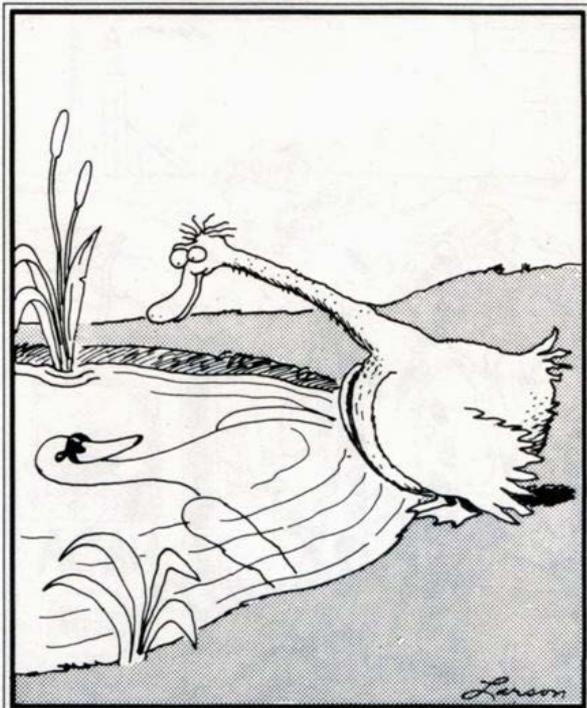
Outline

- What is Leadership?
- Leadership Theories/Models
- Research & Assessment
- Uniting theory & practice w/ SEED Leadership Program
- What does this have to do with your office/dept?



What is Leadership?

Impossible to define but
you know it when you see it?



“Leadership is the most observed
and least understood
phenomenon on earth.”

James MacGregor Burns

Sources of Leadership Research



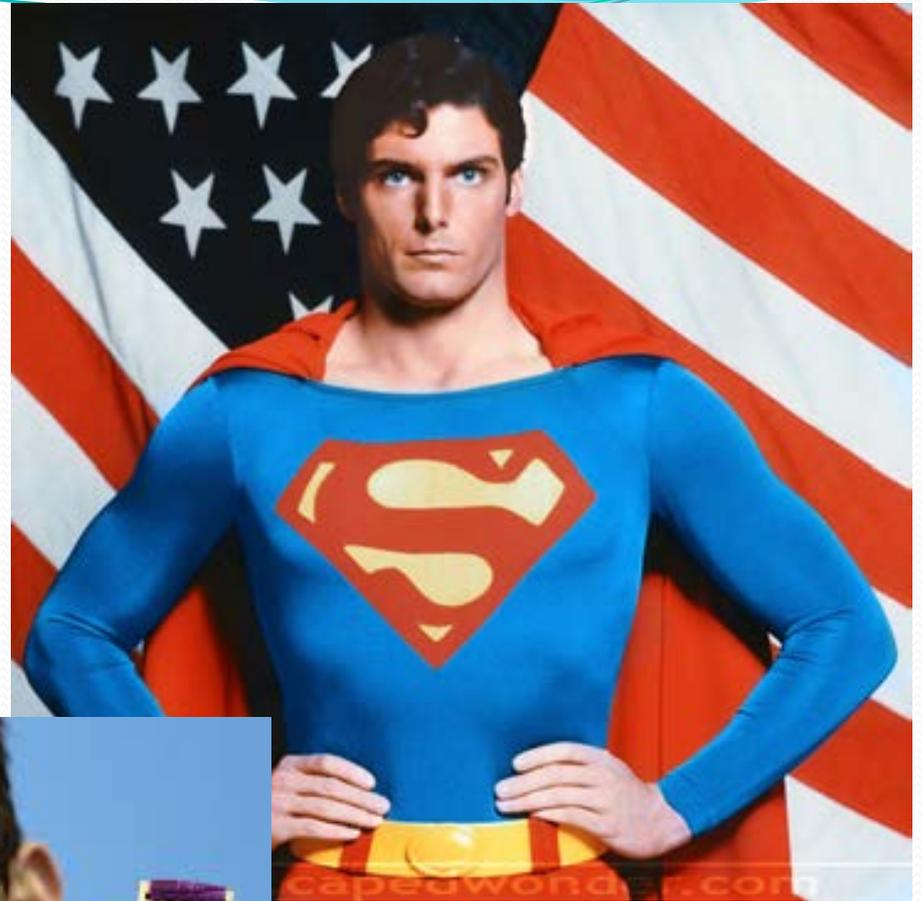
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LEADERSHIP
FOR THE
TWENTY-FIRST
CENTURY

JOSEPH C. ROST

We must
DEFINE
leadership in
order to study it.

Excellence



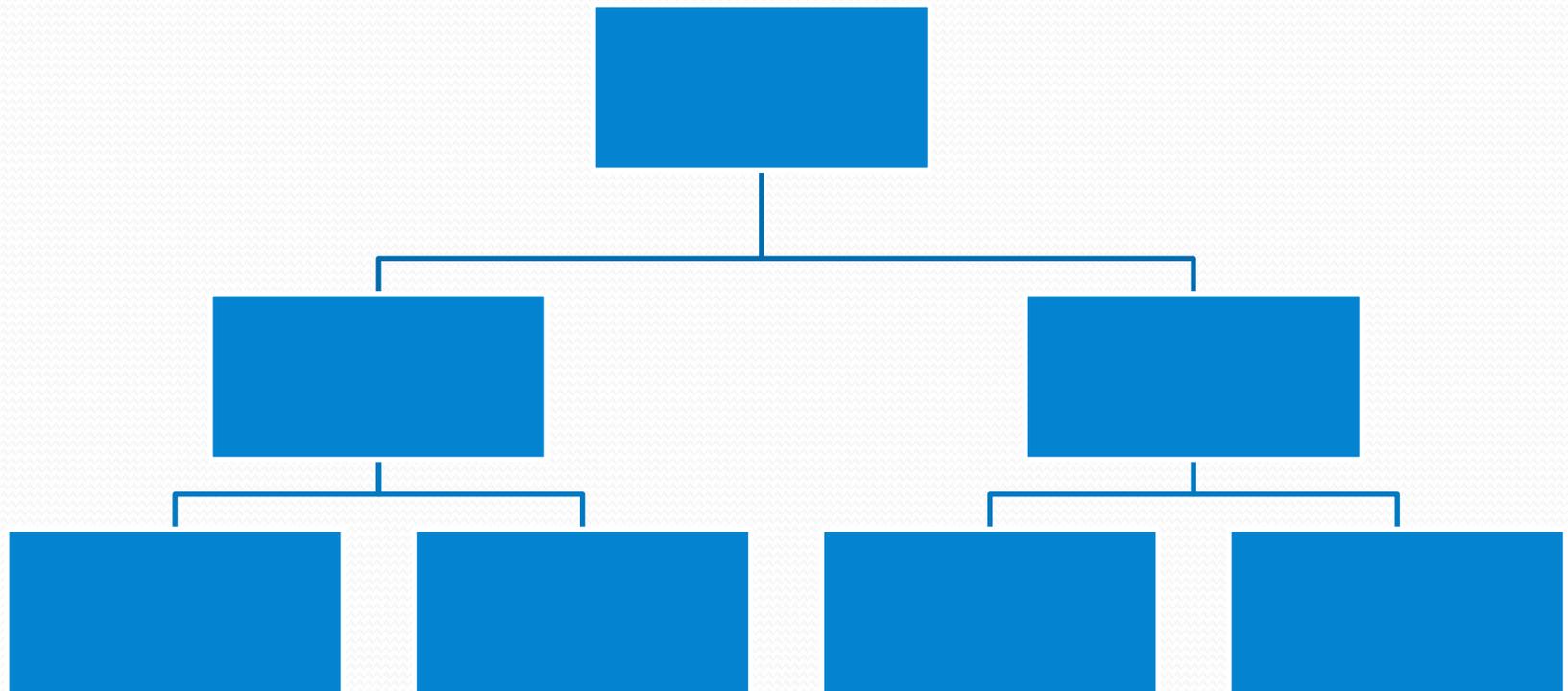
Achievement of a Goal



Good Management



The Person Holding the Position



Industrial Paradigm

Leadership is:

- Good Management
- Achievement of Goals
- Done by People in Leadership Positions
- A Hero with Special In-born Traits

Post-Industrial Paradigm

Leadership is:

- An influence relationship
- among collaborators
- who intend real changes
- that reflect their mutual purposes.

Rost, 1993

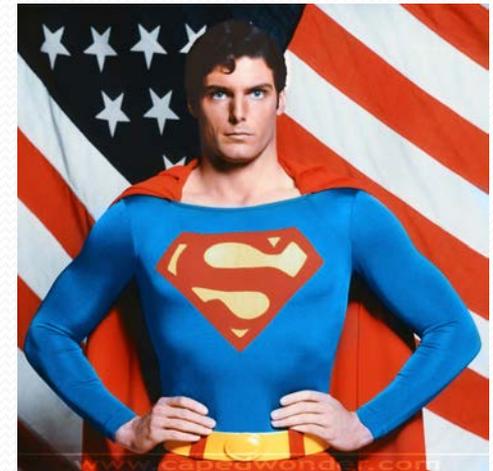
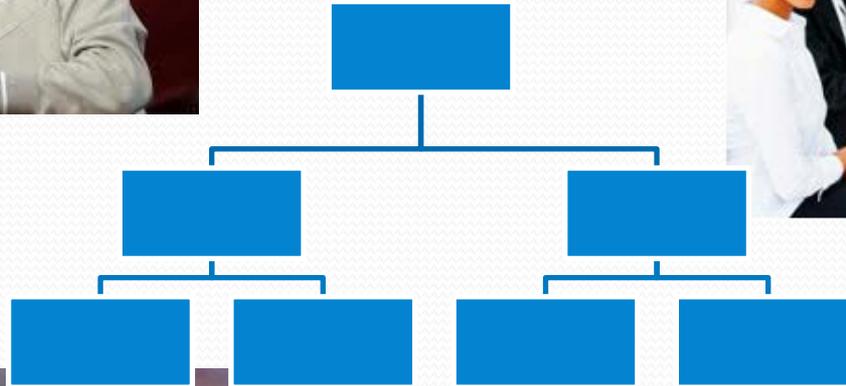
MASON *Leads!*

The LEAD Office

Center for Leadership
& Community Engagement

Leadership Legacy Program

Implications for Leader Development



Post-Industrial Leader Development



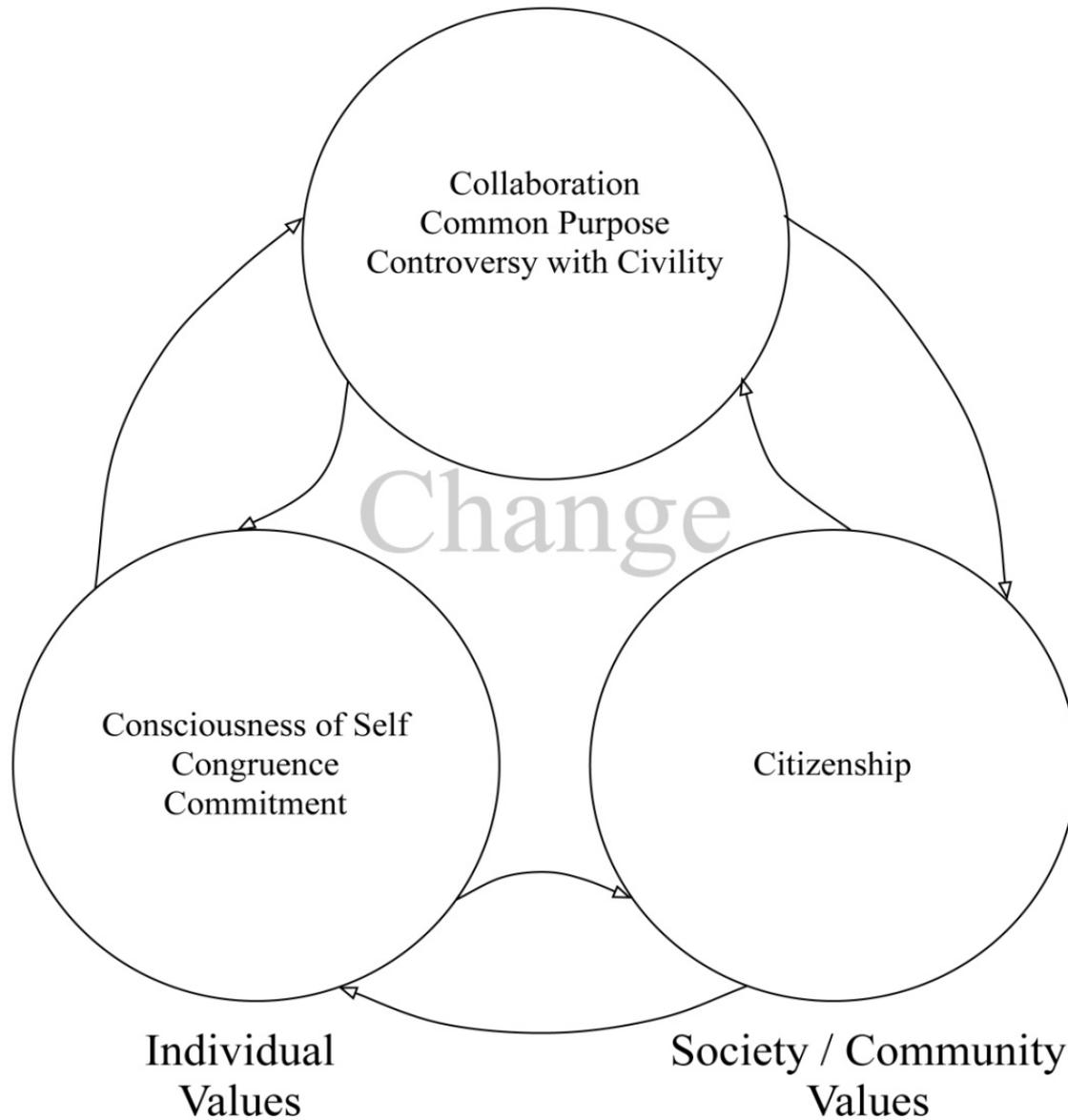
Leadership Theories/Models

- Social Change Model (SCM)
- Servant Leadership
- Relational Leadership Model (RLM)
- Leadership Identity Development (LID) Model



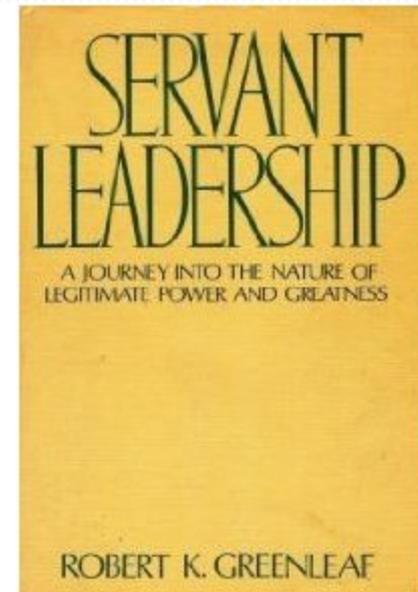
“The Ensemble”
1994-1996

Group Values



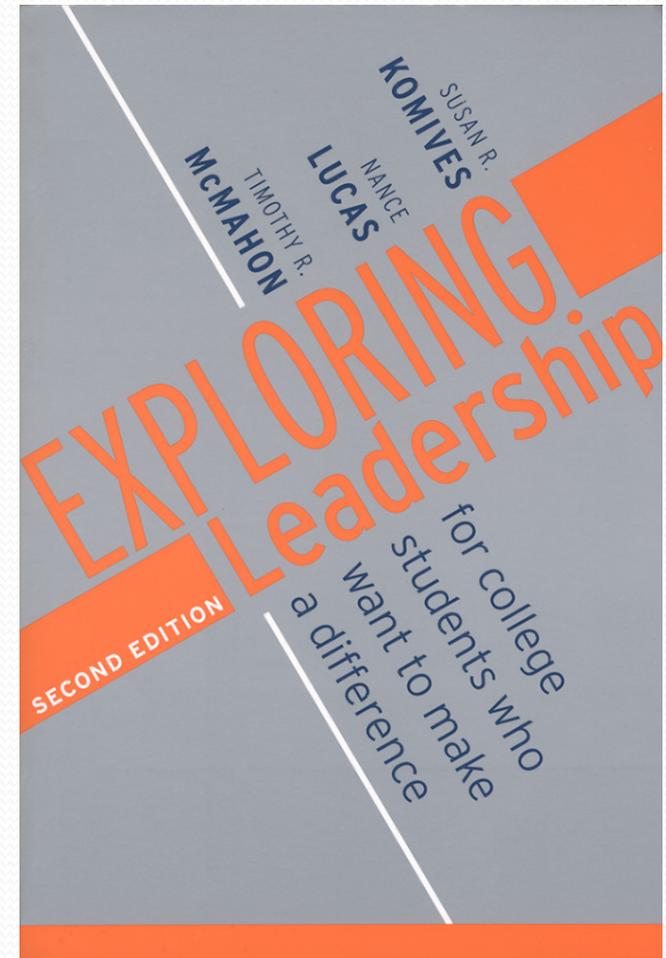
Servant Leadership

- Leaders see themselves as servants to those in the organization.
- Their role is to help those in the organization with what they need (Provide training, coaching, encouragement, etc.)
- www.greenleaf.org

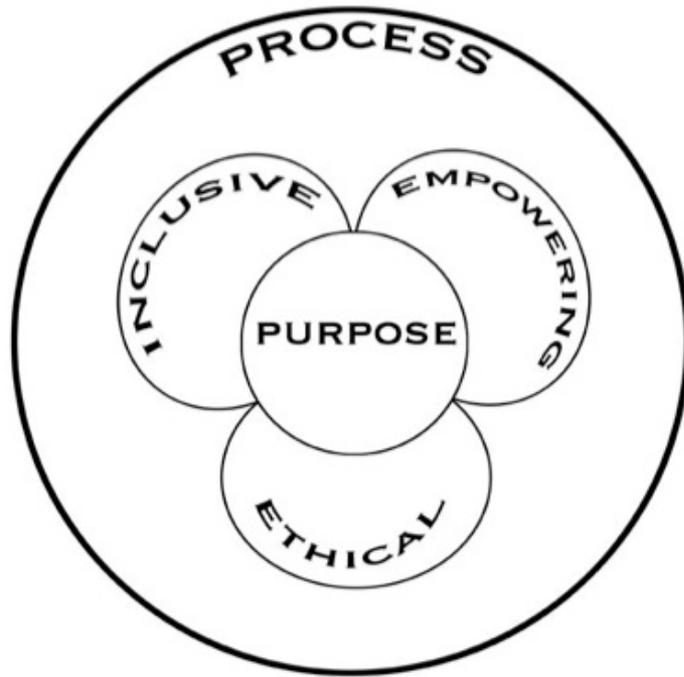


Relational Leadership Model

- Developed specifically for college students
- Relationships are focal piece of model
- Knowing – Knowledge
- Being – Attitudes/Values
- Doing – Skills



Relational Leadership Definition

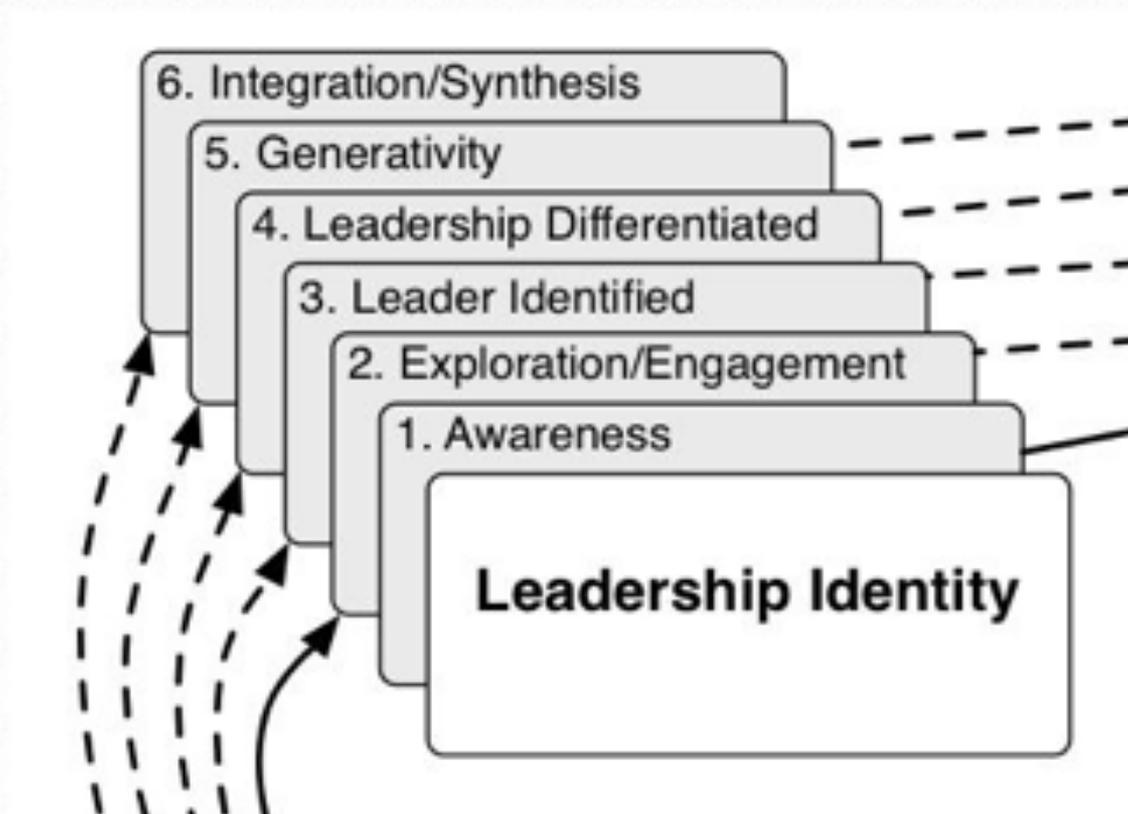


Leadership is
*a relational and ethical
process of people
together attempting to
accomplish positive
change*

Komives, Lucas & McMahon (2007)
Exploring Leadership (2nd ed.), San
Francisco: Jossey-Bass.

Leadership Identity Development

(Komives, Owen, Longerbeam, Mainella, & Osteen, 2006, 2007, 2009)



Research & Assessment in College Student Leadership Development

Leadership in the Making

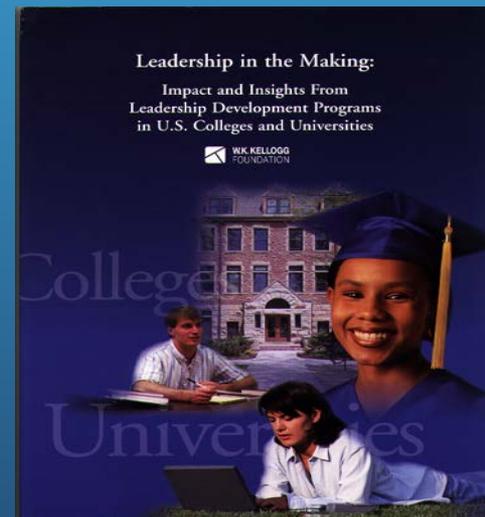
Leadership outcomes

10 of the 31 Kellogg funded institutions and matched group of non-Kellogg institutions

Freshmen first assessed in 1994 and followed up in 1997-1998 (n=875)

Multiple regression

-- controlled for student differences



Results

“Students who participated in leadership training had an increased likelihood of

- demonstrating growth in civic responsibility,
- leadership skills,
- multicultural awareness and community orientation,
- understanding of leadership theories,
- and personal and societal values.

Students who did not participate in leadership development projects at the Foundation-funded schools also showed greater gains in their leadership abilities and sense of civic responsibility when their self-assessments were compared to those of students at the non-funded schools.” (p. 12)

Zimmerman-Oster, K., & Burkhardt, J. C. (1999). Leadership in the making: Impact and insights from leadership development programs in U.S. colleges and universities. Battle Creek, MI: Kellogg Foundation.-- available on www.wkkf.org/Programminginterests/Leadership



MULTI-INSTITUTIONAL STUDY OF
LEADERSHIP

John P. Dugan
Principal Investigator

Susan R. Komives
Julie E. Owen 1
Co-Principal Investigators

National Clearinghouse for Leadership Programs

MULTI-INSTITUTIONAL
STUDY OF
LEADERSHIP



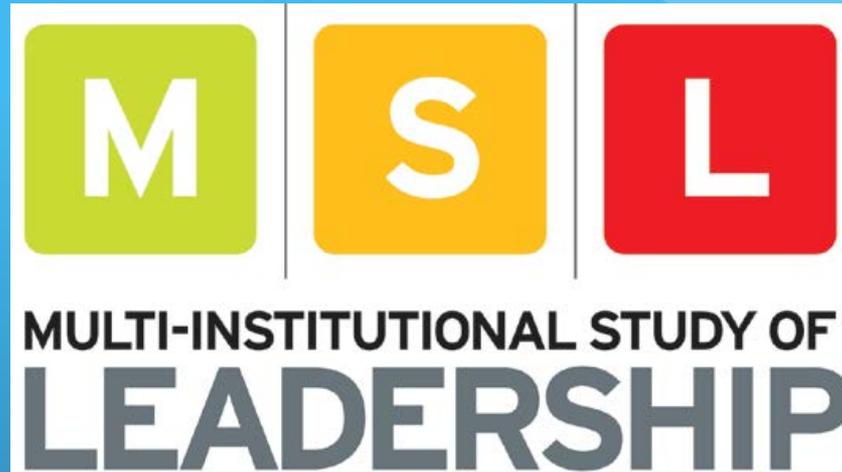
What do we mean by leadership?

- No Definition
 - Typically single item direct questions
 - Developmental responses skew interpretability
- Positional Definition
 - Typically role attainment
- Leadership Capacity
 - Reflects the combined knowledge, skills, and behaviors associated with leadership
- Leadership Efficacy
 - One's internal belief in their ability to engage in leadership

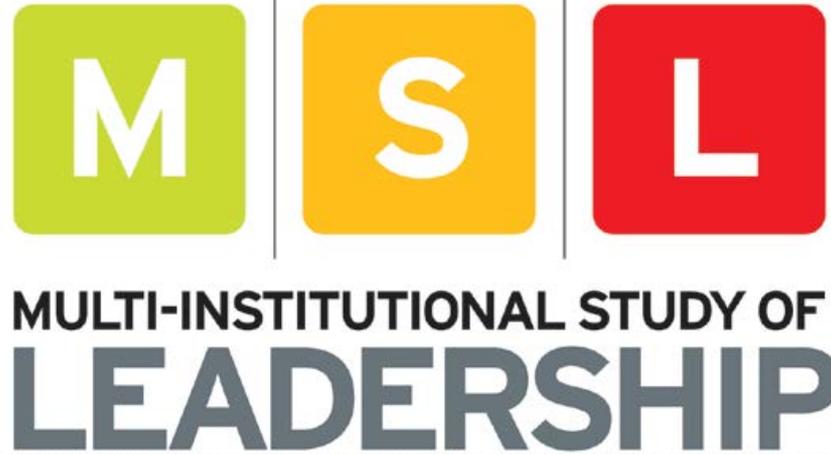
High-Impact Learning Strategies: Influences on College Student Leadership Development

It's not **WHAT** you do, but **HOW** you do it.

- Efficacy Building Opportunities
- Socio-Cultural Conversations
- Faculty Mentoring
- Service Opportunities
- Organizational Involvement
- Formal Leadership Programs



The
MSL-Institutional Survey
(MSL-IS)



The
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(MSL-IS)

MSL-Institutional Survey (MSL-IS)

What is really known about how the design and delivery of leadership development programs affects student learning?

Prior studies about leadership program design:

- Many examine only a single institution or small number of institutions
- Most don't define leadership or examine programs from any theoretical perspective
- Most examine only inputs (design and delivery methods) or outcomes (results) and few attempt to link the two
- Failure to take institutional differences into account

MSL-IS: Types of Questions

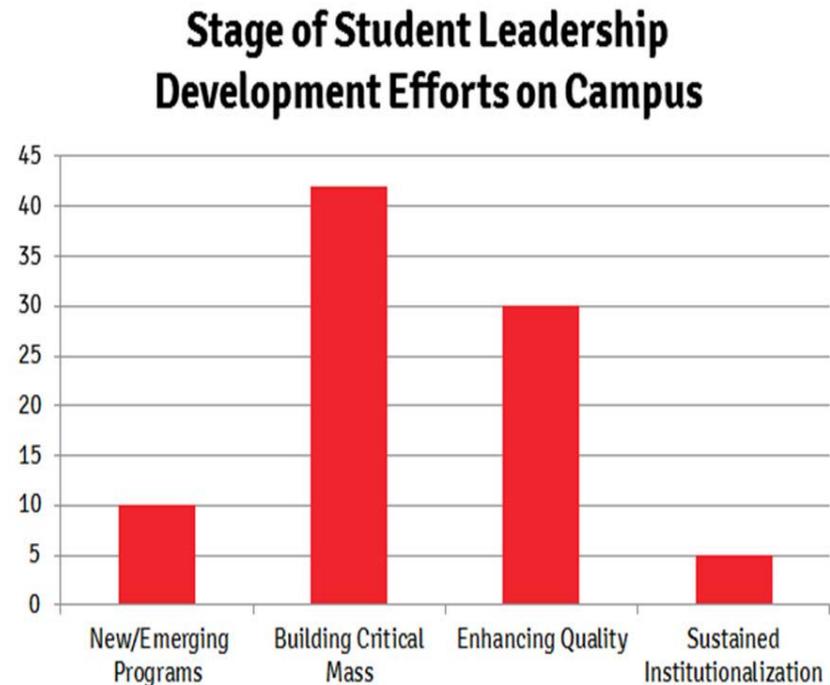
- Demographics & background of leadership educators
- Institutional context for leadership
- Co-curricular & Curricular leadership programs
- Program philosophy/ Theoretical orientation
- Nature, types, and duration of leadership programs
- Program focus on SCM values
- Leadership staffing (ft/pt, fac/staff/admin, student/GA)
- University and community collaborators
- Sources and amounts of funding
- Nature and frequency of planning, assessment, & evaluation (indiv, program, institutional)

MSL-IS: Methodology

- Design of the MSL-IS instrument (74 items) & pilot test
- Sent to all MSL participating institutions: 96 of 103 surveys returned; use 89 for this study
- Instructions:
 - Promote completion by committee of those knowledgeable about campus leadership development efforts (curricular & co-curricular)
 - Include any documents, brochures, web content that may be helpful in understanding the nature and scope of your leadership development activities
- Range of responses

Finding #1

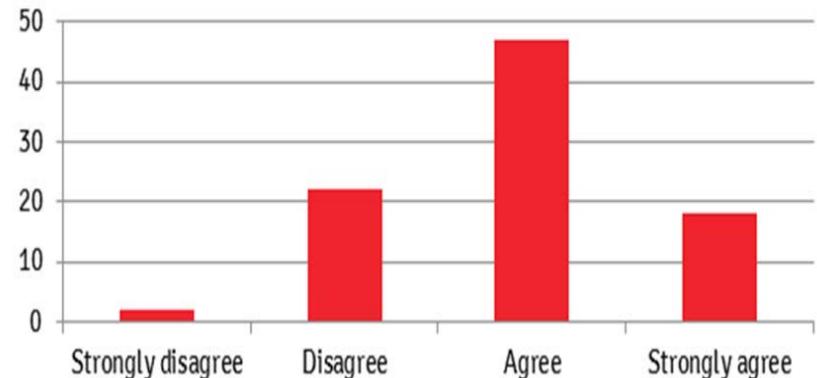
Despite the illusion that most universities now have sophisticated collegiate leadership development programs, **many campuses identify themselves as at early stages of building critical mass (48%, n=42), or working to enhance quality (35%, n=30).** Few programs describe themselves as having achieved sustained institutionalization (6%, n=5).



Finding #2

Most leadership programs claim to be grounded in post-industrial, relational, complex theoretical approaches to leadership, yet **many (64%, n=57) frequently rely on personality inventories, heuristics, and other non-theoretical (and non-leadership) approaches in program applications.**

The Institution's Overall Set of Leadership Programs are Theoretically-Based



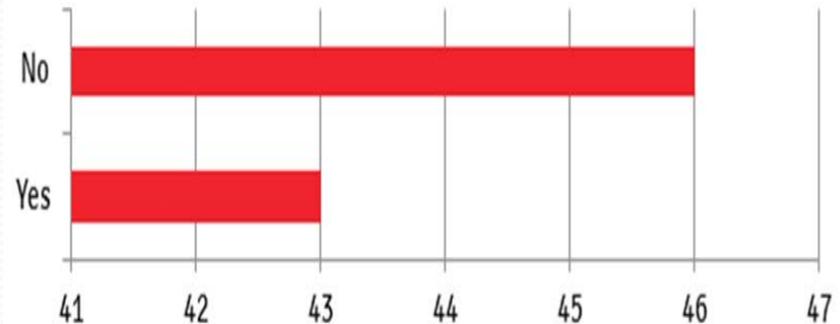
Leadership Theories / Models (% used often or very often)

Social Change Model	82%	Transformational	28%
Covey/MBTI/Strengths	64	Org/System Theories	12
Relational Leadership	56	Adaptive/Chaos	11
Servant Leadership	51	Management Models	9
LID	42	Influence/Charisma	5
Behavioral/Situational	36	Great Man/Trait	3

Finding #3

Leadership educator preparedness varies greatly. **Most report little to no coursework in leadership studies (52%, n=46) yet there is an increasingly coherent and accepted body of leadership theories and research that should guide practice.** Some emerging research contraindicates many popular approaches to leadership programs (Dugan).

Does Post-Baccalaureate Work Include Study of Leadership?



Finding #4

Leadership programs claim not to own leadership education on campus, yet data reveal they **are not collaborating with important stakeholders and instead operate as siloed programs.** Remnants of a leadership 'excellence' approach may preclude collaboration with disability and learning assistance services and fosters an over-reliance on partners in campus activities and programming.

©Cartoonbank.com



"No, Thursday's out. How about never—is never good for you?"

MSL-IS Leadership Program Collaborators

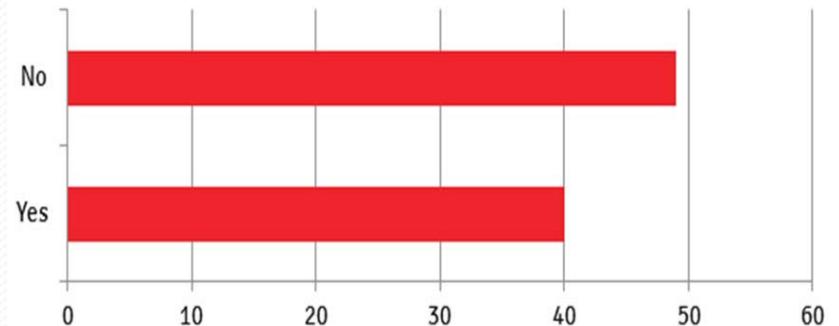
Frequency of collaboration with leadership program (% answering often or very often)

Student activities	79.8	Other area colleges	23.6
Community service	78.6	Off-campus businesses	19.1
Residence life	63.0	Study abroad	17.9
Multicultural programs	59.5	Parent/family affairs	16.8
Orientation	57.3	Counseling center	13.5
Career center	51.7	K-12	12.6
Fraternity/Sorority life	47.2	Health center	12.3
Off-campus nonprofits	44.9	Institutional research	12.3
Academic departments	39.3	Academic advising	11.2
Campus recreation	30.4	Disability services	7.9
Alumni relations	23.6	Learning assistance	7.9

Finding #5

Resources vary greatly at participating institutions. MSL-IS results show the **highly heterogeneous nature of collegiate leadership programs.** Program variety in size, scope, purpose, reporting lines, resources, and stage of development makes it difficult to advocate for and make claims about the effects of such programs.

Does Your Campus Have A Dedicated Space Serving As a Leadership Center?



MSL-IS: Financial

Co-Curricular Leadership Program Annual Budget (excluding salaries)

	Min	Max	Mean	SD
	0	\$300,000	\$43,854	51,888

Typical components of leadership programs....

- Workshops
- Conferences
- Retreats
- Guest speakers
- Challenge courses
- Films
- Book discussions
- Personal assessments/
inventories
- Training for positional leaders
- Mentoring programs
- Service-learning
- Leadership certificates/
credentialing
- Portfolios
- Recognition banquets and programs



But.....

It is the pedagogy (what you do within the programs) not the platform that matters most to student learning!!

What programs or activities might you include in your leadership curriculum?

High-Impact Learning Strategies: Influences on College Student Leadership Development

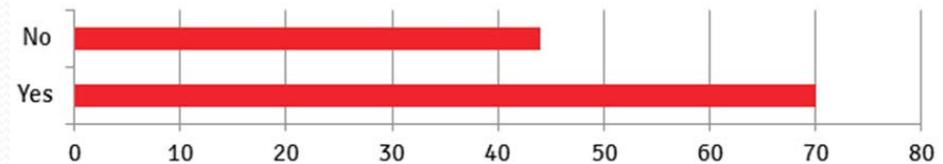
It's not **WHAT** you do, but **HOW** you do it.

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- Service Opportunities
- Organizational Involvement
- Formal Leadership Programs

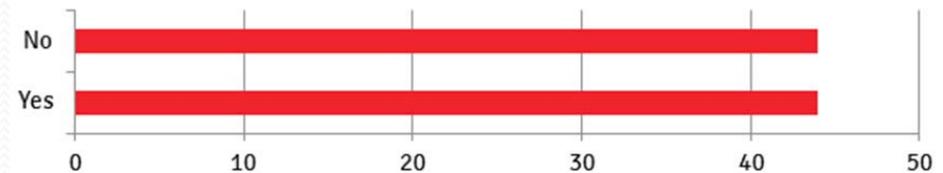
Finding #6

Many leadership educators claim to engage in regular assessment of student learning (79%, n=70) , program evaluation, and use of national standards (45%, n=40), yet **practitioners are not always making full use of that data.**

Does Your Leadership Program Have a Specified Learning Outcomes?



Does Your Leadership Program Have a Strategic Planning Process?



MSL-IS: Assessment

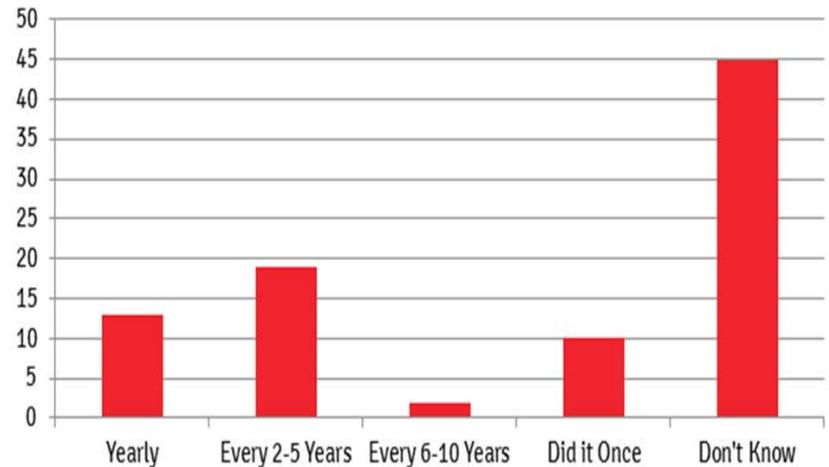
Kinds of assessment used at leadership program level...(% that use it):

- Tracking 98.9%
- Satisfaction assessment 92.1
- Outcomes assessment 71.9
- self report 67.4
- pre/post 46.1
- portfolios 21.3
- raters/rubrics 19.1
- Qualitative/focus groups 64.0
- Needs assessment 51.7%
- Using national standards 44.9
- Org comparisons 37.1
- Cost analysis 16.9
- Org culture assessment 14.6
- Participatory action research 12.4

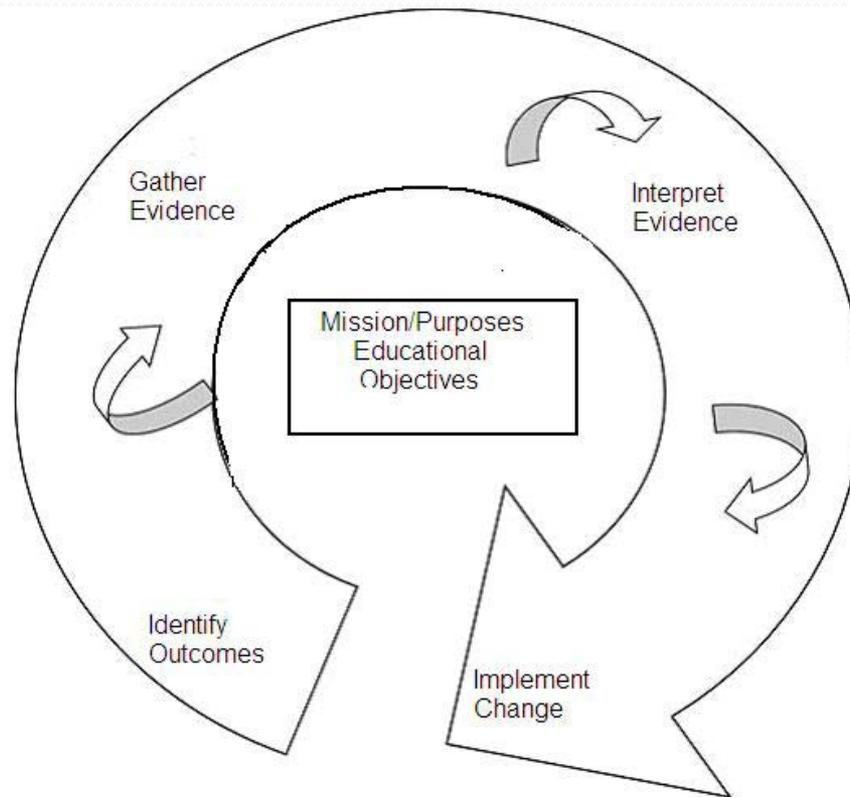
Finding #7

Few leadership programs engage in regular strategic planning (14%, n=12). Leadership educators need to do more to close the assessment loop by connecting planning and results.

How Often Does Your Leadership Program Engage in the Strategic Planning Process?



The Learning Assessment Cycle



Adapted from Maki, P. (2004). *Assessing for learning*. Sterling, VA: Stylus.

Uniting Leadership Theory & Practice:

SEED Leadership Program

What can help?



- Link latest theory & practice
- Help students see links across varied experiences (integrate learning)
- Promote solid opportunities already in place
- Create additional student leadership cohorts
- Unite theory & accessibility (metaphor as a teaching tool)
- Mentoring
- Pay attention to motivation

What can help?



- Integrate past learning
- Recognize a group of students
- Engage students who do not identify with the word “leadership”
- Balance *structure* for those who want it & *flexibility* for others
 - Difficulty with some stage programs
- Integrate and reinforce learning with reflection (e.g. Capstone Project)

The SEED Program

Designed to prepare students to be leaders with a commitment to service, ethics, engagement and diversity.



What should students learn about?:

Service, Ethics, Engagement and Diversity



How do students learn?:

Experiential Learning Cycle

Experience, Reflect, Theorize, Implement

What?

				
	Serve	Ethics	Engagement	Diversity
	Example: Participate in a short term service project (e.g. 1-day environmental clean up project)	Example: Attend an ethics dialogue (e.g. Presidential Leadership Dialogue focused on ethics)	Example: Join an organization (e.g. Mason Ambassadors, community organization)	Example: Attend a cultural/diversity group meeting, event, workshop, or training (e.g. SafeZone training)
Experience				
	Example: Community-based learning reflection and community partner interview(s)	Example: Reflection journal/paper related to personal ethical decision making process	Example: StrengthsFinder self-assessment and discussion with advisor/mentor	Example: Reflection activity on leading change in diverse contexts
Reflect				
	Example: Readings about Social Change Model (SCM) and Relational Leadership Model (RLM)	Example: Readings about theories of ethical change in groups and organizations	Example: Readings about Kolb's Experiential Learning Cycle	Example: Course content about global contexts and diverse communities
Theorize				
	Example: In-depth service project (e.g. HIV/AIDS Issues Alternative Break in New York)	Example: Active Leaders Program; Community based change project in local community	Example: Significant involvement in an organization (e.g. RA, Patriot Leader, Leadership Consultant)	Example: Study Abroad Program
Implement				

How?

Theoretical Foundation



- Our theoretical foundation:
 - Experiential Learning Model (ELM)*
 - Leadership Identity Development (LID)
 - Social Change Model (SCM)
 - Relational Leadership Model (RLM)

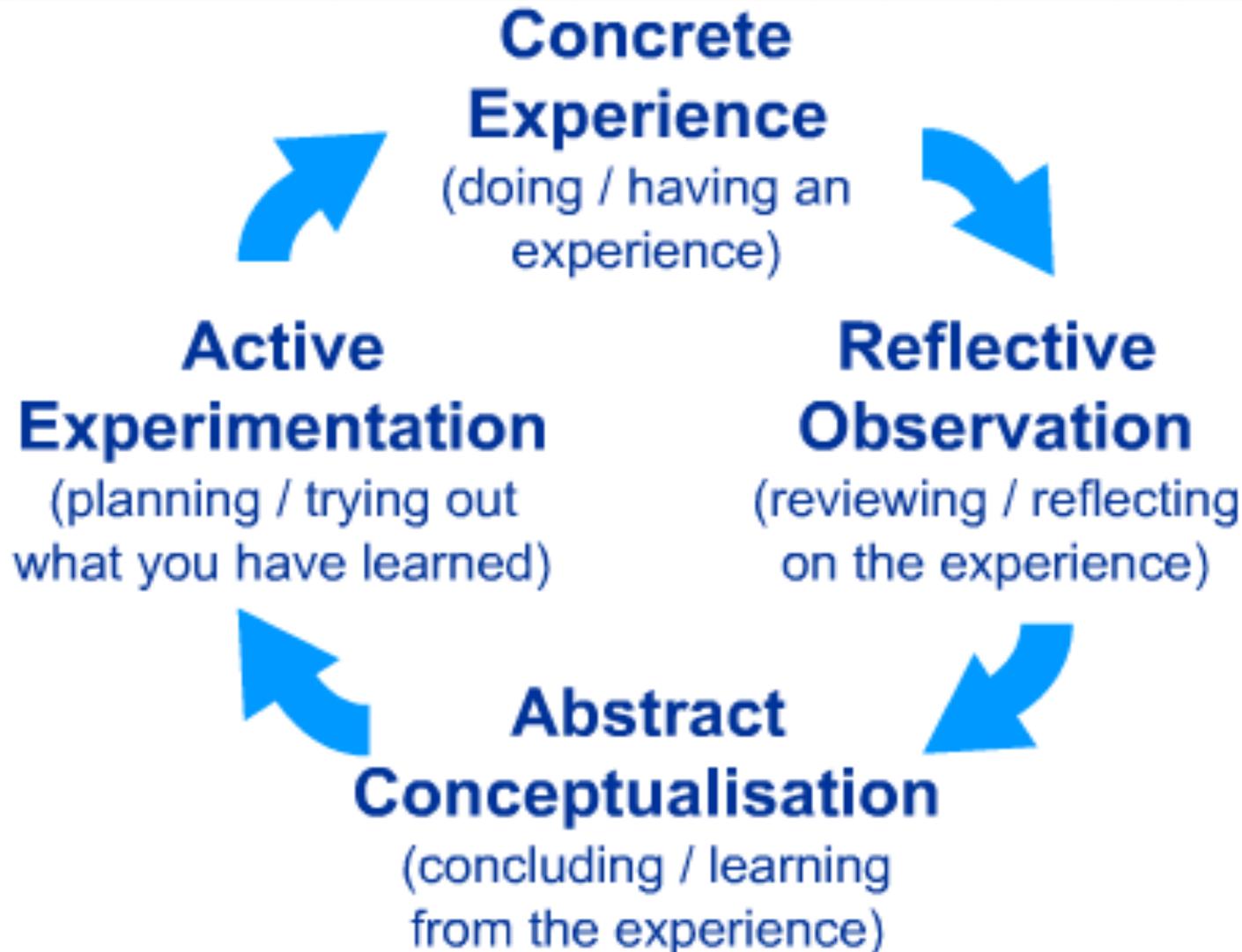
How do students learn?



- Experiential Learning Model (ELM), Kolb's Learning Cycle Components:
 - Concrete Experience (CE)
 - Learn by experiencing (join an org)
 - Reflective Observation (RO)
 - Learn by reflecting (reflection time at retreat)
 - Abstract Conceptualization (AC)
 - Learn by thinking (study leadership theory)
 - Active Experimentation (AE)
 - Learn by doing (alternative break)

Kolb, D. A. (1976) The Learning Style Inventory

Experiential Learning Model (ELM)



S.E.E.D. Experiential Learning Cycle





EXPERIENCE

- Short term opportunities: Try, Sample
- Kolb: Concrete Experience
 - Learn by Experiencing
- Example: Join an organization



REFLECT

- Reflection: Finding meaning
- Kolb: Reflective Observation
 - Learn by Reflecting
- Example: Electronic journal about experience at a retreat or with a group project



THEORIZE

- Theory and Intellectual understanding
- Kolb: Abstract Conceptualization
 - Learn by Thinking
- Example: Read and study leadership theories in class



IMPLEMENT

- Application and Practice
- Kolb: Active Experimentation
 - Learn by Doing
- Example: Apply learning as an officer in an organization or during a service project

What should students learn?



- Theory, Research & Assessment behind SEED...
 - Why we picked:
 - Service
 - Ethics
 - Engagement
 - Diversity
 - Qualitative and Quantitative support...



SERVICE

“Everybody can be great, because everybody can SERVE.”

~Dr. Martin Luther King, Jr.

Individual, Group, Society (SCM)



SERVICE

- Community Service MSL Findings:
 - All 8 leadership outcomes = higher
 - Leadership Efficacy = higher

- “Consistent with previous studies, students who participated in service-learning reported significantly higher gains in several areas of learning and development.” ~NSSE 2011



SERVICE

Table 1: Comparison of Service-Learning Participants to Non-Participants^a

Institutional Contribution to Perceived Gains	Sig.^b	ES^c
Working effectively with others	***	.29
Voting in local, state (provincial), or national (federal) elections	***	.29
Understanding yourself	***	.27
Understanding people of other racial and ethnic backgrounds	***	.32
Solving complex real-world problems	***	.31
Developing a personal code of values and ethics	***	.32
Contributing to the welfare of your community	***	.49

^at-tests comparing mean score differences between SL and non-SL students

^b*p<.05, **p<.01, ***p<.001

^cES (effect size) = mean difference divided by the pooled standard deviation. Generally an effect size of .20 is considered small, .50 medium, and .80 and higher large.



ETHICS

“We must find a way to present basic human values to everyone... ETHICS that are essential whether you are religious or not.”

~His Holiness The Fourteenth Dalai Lama

Individual, Group, Society (SCM)



ETHICS

- Plenty of theory supporting its importance
 - Relational Leadership Model
 - Ethics = one of the 5 components
 - Definition includes “positive change”
 - NSSE: “Developing a Personal Code of Values and Ethics” = Imp area of learning and development
 - Social Change Model:
 - Whole idea of “social change”
 - e.g. Congruence (living in line with values)
- Growth area for research in the field



ENGAGEMENT

“Love life, ENGAGE in it, give it all you’ve got. Love it with a passion, because life truly does give back, many times over, what you put into it.”

~Maya Angelou

Individual, Group, Society (SCM)



ENGAGEMENT

- Engagement MSL findings:
 - Every increasing level of engagement (from active participant to positional leader) = higher in leadership outcomes
 - On or off-campus organized groups, jobs, etc
- Entire NSSE is based on importance of student Engagement



DIVERSITY

“Great achievements are not born from a single vision but from the combination of many distinct viewpoints. DIVERSITY challenges assumptions, opens minds and unlocks our potential to solve any problem we may face.”

~Unknown

Individual, Group, Society (SCM)



DIVERSITY

- Diversity MSL findings:
 - Having discussions about political, social and cultural issues with others who are different from them was the primary predictor of leadership outcomes in the MSL
- Quote from NSSE...



DIVERSITY

“Given the benefits students receive from learning about other cultures, institutions interested in increasing their students’ global awareness may want to *expand the availability of cultural events and activities* and encourage greater student participation, as well as urge faculty to *incorporate more intercultural and diversity* related learning experiences into students’ coursework.”

~ NSSE 2011

				
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Implement				

Pilot Year: Program Details



- Nomination/Active Leaders Participant
- Earn points in each category
 - Up to 50% from past experiences
- Advisor/Mentor/Coach- Staff/Faculty
- Develop portfolio of experiences- over 1 yr
- Competency assessment
- Mentor another student (cycle back)
- More details to come...

Why create SEED?



- Links latest theory & practice
- Helps students see links across varied experiences
- Promotes solid opportunities in place
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- Recognizes a group of students
- Engages students who do not identify with the word “leadership”
- Balances *structure* for those who want it & *flexibility* for others
 - Difficulty with some stage programs
- Integrates and reinforces learning with reflection (e.g. Capstone Project)
- Program structure teaches how we learn



How can your office/dept
benefit & be involved?

Summary

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- Leadership Theories/Models
- Research & Assessment
- Uniting theory & practice w/ SEED Leadership Program
- What does this have to do with your office/dept?





Questions?



Thank You!