

## Purpose of Student Leadership Programs

A Student Leadership Programs provides programs and services to develop students to lead with excellence and integrity while they build community, personally flourish and act in a positive and socially responsible manner.

## Aims of Student Leadership Programs

SLP seeks to achieve the following aims through the delivery of programs and services:

- To provide resources, training and information for student leaders and advisors of clubs and organizations regarding leadership development;
- To facilitate user-friendly, accessible and responsive processes for the functioning of clubs and organizations;
- To inform campus constituents of the importance and availability of leadership, involvement and experiential and service-learning opportunities;
- To collaborate with the campus community to facilitate the development of student leaders in curricular and co-curricular endeavors; and
- To recognize the achievements of student leaders in curricular and co-curricular endeavors.

## Overview of Current Student Leadership Programs



### **SEAL Center**

The Student Engagement and Applied Leadership (SEAL) Center is located on the second floor of the Student Union and houses Student Leadership Programs. The SEAL Center is staffed by experienced student leaders and is a location for aspiring and current student leaders to gain information about leadership opportunities and trainings on campus. Various resources for clubs and organizations are also available in the SEAL Center.

### **Student Leadership Awards**

Each year, Student Affairs conducts an awards ceremony in which outstanding CI students, faculty, staff, mentors, advisors, student sponsored events, programs and activities, and clubs and organizations are recognized. The Student Leadership Awards recognizes contributions made to enhance the co-curricular life at CSU Channel Islands.

### **Clubs and Organizations**

Clubs and organizations must design and implement programs, events and activities which support and enrich the goals of CI's educational mission. Involvement in clubs/organizations presents students with the opportunity to broaden their learning, obtain leadership and interpersonal skills, and develop a commitment to service. Student participation in clubs/organizations attracts new students to our campus and integrates them into our CI culture and traditions. Student clubs/organizations strengthen campus-community relations, improve inter-institutional communications, and facilitate students' acquisition of skills.

### **Leadership Certification Program**

Student Leadership Programs is currently in the process of developing a multi-phase leadership program that will provide opportunities for students to develop to their fullest leadership potential. Based on Susan Komives's Leadership Identity Development Model, the program will facilitate the growth of beginning student leaders through seasoned student leaders with the goal of creating individuals who will graduate to become leaders in our multicultural society. The first level of the leadership certificate program is the Back to Basics Student Leadership Retreat.

## **The CI Leadership Definition**

### **CI Leadership Definition**

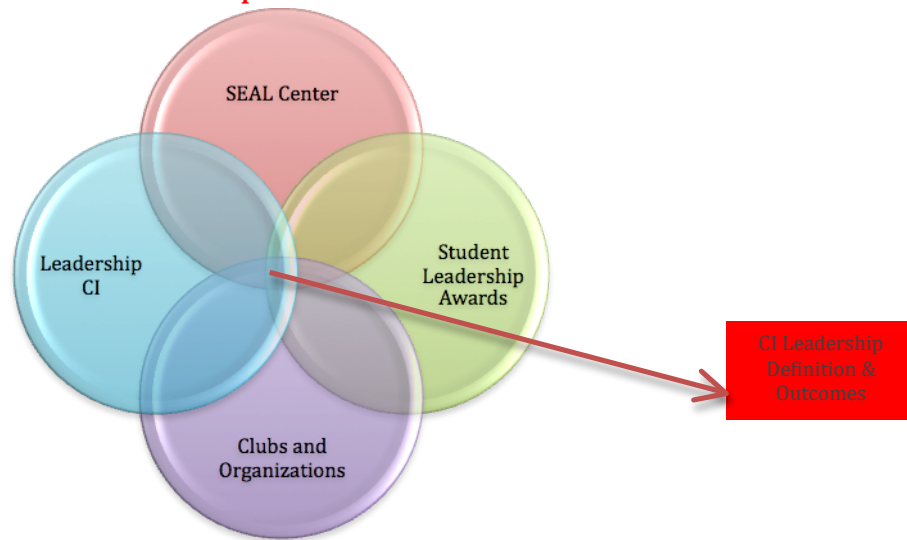
With excellence and integrity, CI leaders serve others, build community, personally flourish and act in a positive and socially responsible manner.

### **CI Student Leadership Attributes and Definitions**

As CI leaders, students understand they must:

Act	Leaders must take initiative and be responsive in an ethical and responsible manner.
Serve	Leaders work with honor and commitment toward an end greater than themselves by adding value to the community.
Flourish	Leaders thrive through ongoing learning, counsel and self-reflection so that they can make their best contributions and experience the greatest level of accomplishment and satisfaction from their efforts.
Build Community	Leaders cultivate relationships which honor the diversity and needs of the community and work collaboratively with others to create and support sustainable change.

# Integrating the CI Leadership Definition



## Leadership CI

### What is Leadership CI?

Leadership CI is a three-year leadership development program that integrates curricular and co-curricular learning opportunities to enhance leadership skills. This outcomes-based leadership program is designed to support the learning outcomes established for undergraduates and further the CI mission. Each level is cumulative, building on the next, representing the growth of beginning student leaders through seasoned student leaders. The seasoned leader represents the ultimate outcome of a student who is prepared to graduate, become a leader in our multicultural society and represent the characteristics of the CI Leadership Definition.

### Levels of Leadership

Level 1 – Knowledge building	During this level, the student engages in curriculum where he/she <u>attains knowledge</u> about leadership, engages in involvement activities and explores leadership positions.
Level 2 – Application	During this level, the student engages in curriculum where he/she <u>applies</u> lessons learned in level one to leadership experiences and deepens his/her understanding of leadership.
Level 3 – Creating Sustainability	During this level, the student engages in curriculum where he/she educates others and <u>creates sustainability</u> within organizations, clarifies future aspirations and observes the behavior of leaders at the University or community.

### Leadership CI Learning Domains

1. Involvement & Leadership Experience
2. Group Development, Membership, Motivation
3. CI Leadership Definition & Leadership Theory
4. Self Improvement
5. Values and Ethics
6. Project Management
7. Communication
8. Meetings
9. Diversity
10. Strategic Planning
11. Servant Leadership & Change Agency
12. Ethical Decision Making & Conflict Resolution
13. Role Modeling

### Outcomes of Leadership CI

The following learning domains and outcomes are based on Susan Komives's Leadership Identity Development Model and demonstrate what skills, abilities, or knowledge student leaders should possess as they develop to their fullest leadership potential and formulate their leadership identity.

## Level 1 Outcomes

Learning Domain	Outcomes
Involvement & Leadership Experience	<ul style="list-style-type: none"> <li>Identify involvement opportunities at CI that match with personal interests.</li> <li>Describe responsibilities associated with the roles one plays within an organization.</li> </ul>
Group Development, Membership, Motivation	<ul style="list-style-type: none"> <li>Describe the expectations of an effective group member.</li> <li>Identify the roles one plays within a team as stated in Team-Role Theory.</li> <li>Summarize Tuckman's group development process and identify what stage his/her group(s) have progressed through.</li> <li>Summarize how Maslow's Hierarchy of Needs relates to member motivation.</li> </ul>
CI Leadership Definition & Leadership Theory	<ul style="list-style-type: none"> <li>State the CI Leadership Definition and describe what it means.</li> <li>Describe the following leadership theories: trait, styles, transformational and servant leadership</li> </ul>
Self Improvement	<ul style="list-style-type: none"> <li>List personal strengths.</li> <li>Create a plan for maximizing strengths in leadership roles.</li> <li>Identify areas of improvement</li> <li>Create a plan (using SMART goals) for personal development</li> <li>Assess strengths and weaknesses of leaders in society today.</li> <li>State the criteria of SMART goals.</li> <li>Discuss how their self-confidence has developed since starting the program.</li> </ul>
Values and Ethics	<ul style="list-style-type: none"> <li>Articulate six values that contribute to ethical leadership according to the Josephson Institute of Ethics.</li> <li>Define the organization's values</li> <li>Identify personal core values.</li> <li>State the methods of demonstrating integrity and competence in fiscal activities.</li> </ul>
Project Management	<ul style="list-style-type: none"> <li>Identify methods for analyzing the needs of constituents prior to implementing a project.</li> <li>Describe the risks associated with conducting group activities (e.g. events, meetings, retreats, etc.).</li> <li>Describe how to assess the effectiveness of a project.</li> <li>State the methods of demonstrating integrity and competence in fiscal activities.</li> <li>Describe methods and value of delegation.</li> </ul>
Communication	<ul style="list-style-type: none"> <li>Describe the difference between hearing and active listening.</li> <li>Identify key components of effective interpersonal communication.</li> </ul>
Meetings	<ul style="list-style-type: none"> <li>Describe how to represent oneself professionally in a meeting.</li> </ul>
Diversity	<ul style="list-style-type: none"> <li>Differentiate between individual differences, cultural differences, and universal similarities.</li> <li>Describe how diversity of thought benefits group work.</li> </ul>
Strategic Planning	<ul style="list-style-type: none"> <li>Summarize the concepts of mission, vision, and goal.</li> <li>Identify how mission, vision and goal relate to CI nomenclature.</li> <li>Summarize the CI mission statement, list the four pillars and identify strategies for integrating the pillars throughout their CI leadership experience.</li> </ul>
Servant Leadership & Change Agency	<ul style="list-style-type: none"> <li>Articulate the value of community service and philanthropic activities and how being a volunteer impacts self.</li> </ul>
Ethical Decision Making & Conflict Resolution	<ul style="list-style-type: none"> <li>State strategies used for caring confrontation.</li> </ul>
Role Modeling	<ul style="list-style-type: none"> <li>Identify role models and mentors in one's personal life.</li> </ul>

## Level 2 Outcomes

Learning Domain	Outcomes
Involvement & Leadership Experience	<ul style="list-style-type: none"> <li>Take on leadership responsibilities regardless of rank, title, position, etc.</li> <li>Use knowledge of responsibilities to demonstrate an individual work ethic that encompasses completing tasks consistently, accurately, and with exceptional effort.</li> <li>Summarize experiences serving as a new leader.</li> </ul>
Group Development, Membership, Motivation	<ul style="list-style-type: none"> <li>Identify the stage(s) of group development his/her organization(s) are in.</li> <li>List strategies that a leader can initiate to move the organization(s) to the next stage.</li> <li>Describe the importance of collaboration and methods to achieve it.</li> <li>Design an ethical and professional recruitment process.</li> <li>Examine member's motivation for being involved.</li> <li>Create strategies for supporting member's motivation.</li> </ul>
CI Leadership Definition & Leadership Theory	<ul style="list-style-type: none"> <li>Describe how the CI Leadership Definition applies to a role he/she currently holds.</li> <li>Demonstrate the values of servant leadership</li> </ul>
Self Improvement	<ul style="list-style-type: none"> <li>Apply personal strengths to a leadership role.</li> <li>Analyze one's own leadership style, personality style, strength finder strengths.</li> <li>Describe circumstances one's styles/strengths are effective for leadership.</li> <li>Show confidence appropriate to the expectations of the leadership position</li> </ul>
Values and Ethics	<ul style="list-style-type: none"> <li>Exhibit behavior that aligns with one's core values (with integrity) and those of the organization.</li> <li>Exhibit behavior congruent with the organizational mission.</li> </ul>
Project Management	<ul style="list-style-type: none"> <li>State short and long-term goals and intended outcomes for a implementing a project.</li> <li>Create and implement plan of action for achieving those goals/outcomes.</li> <li>Identify organizational needs to achieve goals.</li> <li>List strategies for mitigating risk when implementing events.</li> <li>Identify the resources necessary to fulfill organizational needs.</li> <li>Create a plan to delegate work effectively to others.</li> <li>Demonstrate integrity and competence in fiscal activities.</li> <li>Assess and evaluate projects.</li> </ul>
Communication	<ul style="list-style-type: none"> <li>Demonstrate the ability to clearly and effectively convey a message in public.</li> <li>Compose written communication intended for a wide variety of purposes and audiences.</li> </ul>
Meetings	<ul style="list-style-type: none"> <li>Describe the characteristics of a successful meeting (agendas, professional representation, member roles).</li> </ul>
Diversity	<ul style="list-style-type: none"> <li>Summarize the cycle of oppression.</li> <li>Identify strategies for stopping the cycle of oppression.</li> <li>Apply knowledge of diversity to empathize and connect with individuals different from themselves.</li> </ul>
Strategic Planning	<ul style="list-style-type: none"> <li>Articulate a mission, vision and goals for an organization.</li> <li>Describe how the organization's and one's core values can be demonstrated in action.</li> <li>Create a strategic plan that aligns with the organization's mission.</li> </ul>
Servant Leadership & Change Agency	<ul style="list-style-type: none"> <li>Describe critical issues at CI and the surrounding community, which are in need of service and positive change.</li> <li>Articulate how being an active participant in community service impacts self and a social issue.</li> </ul>
Ethical Decision Making & Conflict Resolution	<ul style="list-style-type: none"> <li>Identify and solve problems to facilitate group effectiveness in a solution-oriented manner.</li> <li>Utilize decision-making model when examining an issue, which needs resolution.</li> </ul>
Role Modeling	<ul style="list-style-type: none"> <li>Establish a relationship a personal mentor.</li> </ul>

## Level 3 Outcomes

Learning Domain	Outcomes
Involvement & Leadership Experience	<ul style="list-style-type: none"> <li>• Create opportunities for other students to engage in the CI community.</li> <li>• Assess the context of each complex organization to determine role necessary to play.</li> <li>• Teach others the importance of <b>demonstrating an individual work ethic that encompasses completing tasks consistently, accurately, and with exceptional effort.</b></li> </ul>
Group Development, Membership, Motivation	<ul style="list-style-type: none"> <li>• Train new group leaders on member roles, the group development process, and member motivation.</li> <li>• Illustrate the tenants of an ethical and professional recruitment process to new group leaders.</li> </ul>
CI Leadership Definition & Leadership Theory	<ul style="list-style-type: none"> <li>• Demonstrate the values of servant leadership.</li> <li>• Identify ways to serve society beyond CI.</li> </ul>
Self Improvement	<ul style="list-style-type: none"> <li>• Analyze the role that self-development and life-long learning has played and will play in one's life.</li> <li>• Observe the confidence displayed by leaders at the University and community.</li> </ul>
Values and Ethics	<ul style="list-style-type: none"> <li>• Teach others the importance of establishing personal and organizational values and acting with integrity.</li> </ul>
Project Management	<ul style="list-style-type: none"> <li>• Evaluate the project management and assessment skills used by leaders at the University and community.</li> <li>• Teach new leaders about project planning, risk assessment and evaluation.</li> <li>• Train new leaders to use project evaluation data to improve projects.</li> </ul>
Communication	<ul style="list-style-type: none"> <li>• Evaluate the non-verbal and verbal communication of leaders at the University and community.</li> </ul>
Meetings	<ul style="list-style-type: none"> <li>• Assess the performance of new leader's meeting facilitation using constructive feedback.</li> <li>• Evaluate the meeting facilitation process of leaders at the University and community.</li> </ul>
Diversity	<ul style="list-style-type: none"> <li>• Teach others about differences and similarities, the cycle of oppression and how to apply this knowledge to connect with others.</li> </ul>
Strategic Planning	<ul style="list-style-type: none"> <li>• Teach the organization's mission, vision and goals to incoming leadership.</li> <li>• Teach one's organization about being mission-focused.</li> <li>• Describe how one gains experience in each of the four pillars of the CI Mission Statement.</li> <li>• Provide examples of how an individual represents the <i>Characteristics of a CI Graduate</i>.</li> <li>• Establish a continuity plan, which builds upon progress achieved, to ensure the group(s) success beyond his/her time in the role.</li> <li>• Evaluate the mission-driven characteristics of and strategic process employed by University and community.</li> </ul>
Servant Leadership & Change Agency	<ul style="list-style-type: none"> <li>• Summarize the impact he/she made at CI or within the local community and reflect upon lessons learned during those leadership experiences.</li> <li>• Articulate his/her passion for change and identify ways to affect change beyond CI.</li> </ul>
Ethical Decision Making & Conflict Resolution	<ul style="list-style-type: none"> <li>• Train new leaders on the process of ethical decision-making and conflict resolution.</li> </ul>
Role Modeling	<ul style="list-style-type: none"> <li>• Serve as a role model for others and coach for his/her peers.</li> </ul>

## Next Steps for Planning Committee

- Receive overview of leadership CI program and Review learning domains and outcomes (FALL 2012 – November 5 and 19)
- Establish curriculum (FALL 2012 – December 3 and 17)
  - Review existing leadership development initiatives and align with levels
  - Create new initiatives to align with levels
  - Initiatives can include
    - For-credit courses
    - Events
    - Trainings
    - Monthly workshops
    - Retreats (Back to Basics)
    - Panel of leaders
    - Socials
    - Ropes courses/team building
    - Weekly meetings
    - Field day
    - Team service projects
    - Lip-sync contents
    - Mentor/leadership coaches
    - Existing leadership roles
    - Service learning (required?)
    - Case study competitions
    - Themed events
- Establish recruitment criteria and process (FALL 2012 – December 17)
  - Eligibility criteria and target audience
  - Timeline for recruitment
  - Application process
  - Cap in enrollment
- Completion rewards/benefits
- Specializations/themes
- Assessment methods for outcomes
- Leadership roles in the program (see of UofA sample)
- Alumni involvement (see UofA sample)

## SLP Staff Tasks

- Committee timeline
- Website revision/student guide
- Marketing for program including student outcomes
- Review progress with Dr. Sawyer
- Checklist of completion
- Rubrics/Assessment
- Newsletter
- FAQ document
- Application
- Orientation workshop
- Overview with Exec team
- Create workshops
- Collaborate with campus constituents