

The University of Iowa

# Undergraduate Student Leadership Strategic Plan Task Force

Division of Student Services Report

**Submitted by** Undergraduate Student Leadership Strategic Plan Task Force

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## ***USLSP Task Force***

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### **I. Committee Membership**

Bill Nelson, Office of Student Life (Convener)  
Tara Edberg, Office of Student Life  
Kelly Jo Karnes, Office of Student Life  
Rob DuBay, Recreational Services  
Laurie Haag, Women's Resource and Action Center  
Greg Thompson, University Housing  
Sarah Hansen, Assessment and Strategic Initiatives, OVPSS

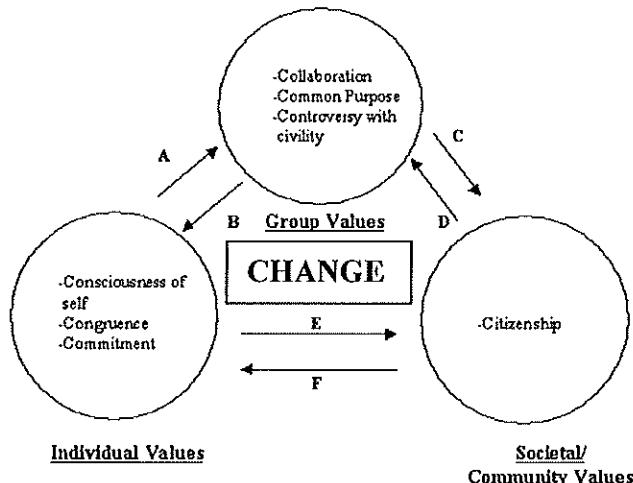
### **II. Introduction**

- i. Background: There are a variety of available leadership experiences available to University of Iowa students. While these experiences are diverse and decentralized, a coordinated vision is needed to ensure that all Hawkeyes are: 1) provided a clear pathway to leadership experiences and 2) engaged in a leadership experience during their undergraduate years.
- ii. Charge: The Leadership Strategic Plan Task Force was responsible for creating a three-year plan to create a widespread platform of leadership opportunities. This process was inclusive, incorporating input from stakeholders on the Leadership Coordinating Council.
- iii. Logistics: A Leadership Summit was used as a kickoff to this process. The Summit included an overview of the current state of leadership programs at Iowa and information on the charge. Work groups at the Summit were asked to provide input on aspects of meeting the charge.
- iv. In December 2009, the Leadership Strategic Plan Task Force was created and began work. The following has been accomplished by the Committee
  - a. Three-year strategic plan including the following components:
    - i. Inventory of current programs
    - ii. Plan for scaling current programs to create a widespread platform of leadership experience
    - iii. Recommendations and a specific outline for an introductory leadership experience
    - iv. A plan to assess outcomes related to leadership programs at Iowa

### **III. Division-wide Leadership Theoretical Framework**

- i. The Committee felt it was imperative to ground any common leadership experience in theory. It is important to note that we recognized that all programs across the institution do not have to share the same theory because most leadership theories complement each other. After some discussion and research, the Committee decided on the Social Change Model (SCM) of Leadership Development because it connects with our institutional expectations as conveyed by The IOWA Challenge: when students leave Iowa we want them to be engaged citizens who helped to effect positive change in their community. This model views leaders as change agents who are involved in a community project. The Committee believes it is important to communicate the basis of the model in this report to allow greater understanding of our work.
- ii. The Social Change Model

- a. This model is inclusive, in that it is designed to enhance the development of leadership qualities in all participants—those who hold formal leadership positions as well as those who do not—and to promote a process that is inclusive and actively engages all who wish to contribute.
  - b. Leadership is viewed as a process rather than a position.
  - c. The model explicitly promotes the values of equity, social justice, self-knowledge, personal empowerment, collaboration, citizenship, and service.
  - d. “Service” provides a powerful vehicle for developing leadership capabilities in a collaborative environment. Learning happens by “making meaning” of experiences.
- iii. The SCM model has two primary goals:
- a. To enhance student learning and development; more specifically, to develop in each student participant greater:
    - (i) Self-knowledge: understanding of one's talents, values, and interests, especially as these relate to the capacity to provide effective leadership.
    - (ii) Leadership competence: the capacity to mobilize oneself and others to serve and to work collaboratively.
  - b. To facilitate positive social change at the institution or in the community. That is, to undertake actions that will help the institution/community to function more effectively and humanely.
- iv. Since the SCM approach to leadership development is embedded in collaboration and concerned with fostering positive social change, the model examines leadership development from three different perspectives or levels:
- a. 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?
  - b. 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?
  - c. The Community/Societal: Toward what social ends is the leadership development activity directed? What kinds of service activities are the most effective in energizing the group and in developing desired personal qualities in the individual?



- v. The SCM Model has eight “Cs:”
- a. **Consciousness of self** means being aware of the beliefs, values, attitudes, and emotions that motivates one to take action.

- b. **Congruence** refers to thinking, believing, and behaving with consistency, genuineness, authenticity, and honesty towards others. Congruent persons are those whose actions are consistent with their most deeply-held beliefs and convictions. Clearly, personal congruence and consciousness of self are interdependent.
  - c. **Commitment** is the psychic energy that motivates the individual to serve and that drives the collective effort. Commitment implies passion, intensity, and duration. It is directed towards both the group activity as well as its intended outcomes. Without commitment, knowledge of self is of little value. And without adequate knowledge of self, commitment is easily misdirected. Congruence, in turn, is most readily achieved when the person acts with commitment and knowledge of self.
  - d. **Collaboration** is to work with others in a common effort. It constitutes the cornerstone value of the group leadership effort because it empowers self and others through trust. Collaboration multiplies group effectiveness by capitalizing on the multiple talents and perspectives of each group member and on the power of that diversity to generate creative solutions and actions. Collaboration empowers each individual best when there is a clear-cut “division of labor.”
  - e. **Common Purpose** means to work with shared aims and values. It facilitates the group’s ability to engage in collective analysis of the issues at hand and the task to be undertaken. Common purpose is best achieved when all of the members in the group share in the vision and participate actively in articulating the purpose and goals of the leadership development activity. Recognizing the common purpose and mission of the group helps to generate the high level of trust that any successful collaboration requires.
  - f. **Controversy with Civility** recognizes two fundamental realities of any creative group effort: that difference in viewpoint is inevitable, and that such difference must be aired openly but with civility. Civility implies respect for others, a willingness to hear each other’s views, and the exercise of restraint in criticizing the views and actions of others. This is best achieved in a collaborative framework and when a common purpose has been identified. Controversy (conflict, confrontation) can often lead to new, creative solutions to problems, especially when it occurs in an atmosphere of civility, collaboration, and common purpose.
  - g. **Citizenship** is the process whereby the individual and the collaborative group become responsibly connected to the community and the society through the leadership development activity. To be a good citizen is to work for positive change on behalf of others and the community. Citizenship thus acknowledges the interdependence of all who are involved in or affected by these efforts. It recognizes that the common purpose of the group must incorporate a sense of concern for the rights and welfare of all those who might be affected by the group’s efforts. Good citizenship thus recognizes that effective democracy involves individual responsibility as well as individual rights.
  - h. **Change** is the value “hub” which gives meaning and purpose to the Cs. Change, in other words, is the ultimate goal of the creative process of leadership—to make a better world and a better society for self and others.
- vi. The SCM Connections
- a. Arrow a. Consciousness of self is a critical ingredient in forging a common purpose for the group as its members ask, “What are our shared values and purposes?” Similarly, the division of labor so basic to true collaboration requires an understanding of each group member’s special talents and limitations. Likewise, the civil controversy that often leads to innovative solutions requires both congruence

- (a willingness to share one's views with others even when those others are likely to hold contrary views) and commitment (a willingness to stick to one's beliefs in the face of controversy).
- b. Arrow b. Feedback from any group is most likely to enhance the individual qualities of consciousness of self, commitment, and congruence when the group operates collaboratively with a common purpose and accepts controversy with civility.
  - c. Arrow c. Responsible citizenship and positive change are most likely to occur when the group functions collaboratively with a common purpose and encourage civility in the expression of controversy.
  - d. Arrow d. Conversely, the group will find it very difficult to be an effective change agent or to fulfill its citizenship or community responsibilities if its members function competitively, if they cannot identify a common purpose, or if they pursue controversy with incivility.
  - e. Arrow e. The community is most likely to respond positively to an individual's efforts to serve if these efforts are rooted in self-understanding, integrity, and genuine commitment. Responsible citizenship, in other words, is based on self-knowledge, congruence, and commitment.
  - f. Arrow f. An individual learns through service, and his or her consciousness of self is enhanced through the realization of what he or she is (and is not) capable of doing. Commitment is also enhanced when the individual believes that he or she can make a difference. Congruence is enhanced when the individual comes to realize that positive change is most likely to occur when individual actions are rooted in a person's most deeply held values and beliefs.

#### **IV. Research on University Leadership Programs**

- i. The Committee felt it was imperative to examine common leadership program offerings around the US to determine if there were any effective practices that could be identified.
- ii. After some research, the Committee was able to find several major programs around the US. Four are detailed below (For additional information see Appendix I):
  - a. University of Maryland – The President's Promise – "Every undergraduate student should have the opportunity for a special program experience."
  - b. Florida State University – Student Leadership Practices Inventory (SLPI) – 600 first-year students learned, completed, and reflected upon the SLPI.
  - c. Gonzaga University – Comprehensive Leadership Program – An academically-based program that involves work in all four years of study (~150 students are involved).
  - d. University of Arizona – Arizona Blue Chip Program – A four-year co-curricular program which has four phases of completion. Over 2,000 students have participated since 1999.
- iii. While the Committee was able to find a number of major leadership programs around the US, none incorporated the magnitude of students we hope to reach.

#### **V. Iowa Leadership Summit and the Multi-Institutional Study of Leadership**

- i. On January 25, 2010 the Committee hosted the Iowa Leadership Summit to review the current status of leadership opportunities at Iowa, discuss the Shared UI Leadership Program Objectives, and discuss where the gaps in our offerings exist and how we can effectively fill those gaps. The agenda and minutes from the Summit are included in Appendix II. The recommendations that follow in this report are a direct result of the feedback received at the campus wide summit.

- ii. In addition, we examined The University of Iowa's Multi-Institutional Leadership Study results and recommendations from the initial MSL assessment (Appendix III). These recommendations helped to shape our work:
    - a. Discuss Socio-Cultural Issues Everywhere (#1 predictor of leadership)
    - b. Get Students Involved in at Least One Organization
    - c. Get Students to at Least One Leadership Program
    - d. Decentralize Leadership Programs
    - e. Focus on Members not Just Positional Leaders
    - f. Discourage Too Much Breadth in Involvement
    - g. Develop Mentoring Relationships (#2 predictor of leadership)
    - h. Design Distinct Programs for Specific Groups
    - i. Align Students' Self-Perceptions of Leadership Competence and Confidence
    - j. Build Bridges with K-12 Educators
  - iii. In examining the gaps in our current leadership offerings, Summit participants determined that an emerging/introductory leadership experience was needed. The Leadership Summit minutes, including their recommendations, are detailed in Appendix II and have been incorporated thoroughly into this report. The general themes that emerged from the Summit discussion on gaps and proposed programs were:
    - a. *Leadership as a relational activity*: While online modules may allow breadth, they most likely will not facilitate significant leadership change. However, the group understood the benefit of using online or broad-based experiences to funnel more students toward our effective and more intensive programs across campus.
    - b. *An overload on the first year*: In addition to AlcoholEdu, first-year seminars, and Living-Learning Communities, first-year students now complete informd.net. At the same time, our sophomores are often ready for leadership opportunities but find themselves without some of the supports of first year students. We spent time discussing emerging or "less obvious" leaders as a population we are not currently reaching.
    - c. *More connection is needed*: The broad-based experience needs to be general enough to be practical in scale, while also providing us the flexibility to connect it to all the various leadership opportunities that may come next.
    - d. *Context setting is important*: The IOWA Challenge, institution-level outcomes, and the Iowa Promise, all provide opportunities to connect leadership to student success and institutional expectations. Although the Leadership Summit group did prefer a sophomore experience, they felt it was important that leadership language be used more frequently, from Orientation onward, including an introductory session on our expectations for engagement and leadership at Orientation with additional information in the Immersion program.
    - e. *Take advantage of existing opportunities*: PICK ONE, Living-Learning Communities, College Transition, and Orientation are all possible venues for extending the reach of leadership programming. PICK ONE, with engagement as a natural precursor to leadership, is a logical connection.
  - iv. After the conclusion of the Summit, the Leadership Coordinating Council revisited and edited the Shared UI Leadership Program Objectives as well as updated the Leadership Opportunities document including mapping project to determine how well the UI was completing those objectives (Appendix IV).
  - v. The common leadership experience described below was designed to fill gaps and incorporate themes identified by stakeholders at the Leadership Summit.

## **VI. Iowa's Common Leadership Experience**

### **i. Short-Term Goals**

- a. As a result of the efforts of the Committee, we believe there are a number of short-term opportunities for change. If we would like Iowa to become the "Leadership University," the Division may need to consider a few strategies to develop a more comprehensive and seamless program.
- b. The Office of Student Life intends to add a session to the existing Orientation. This includes a re-design of the "What's There to Do on Campus" session to focus on engagement as a precursor to leadership development. It will be a standalone session that focuses on the importance of leadership development and the pathways to achieve it at Iowa.
- c. With the debut of the Academic Leadership Certificate next year, the Committee believes the Division should consider an increase in the number of sections of Introduction to Leadership that are offered. The sections should be taught by professional staff members around the Division and would be an excellent entry point into the Leadership Certificate (Introduction to Leadership satisfies the Self Leadership Pillar of the Leadership Certificate). Currently we offer two sections and hope to expand to at least four sections in Fall 2010. The courses are offered at times that qualify for the Evenings and Weekends program. Instructors are paid \$1600 per credit hour and at 60% if the course is co-taught.

### **ii. Pre-College**

- a. The importance of leadership and the Iowa leadership experience is infused extensively during Orientation. This should occur throughout Orientation, including the Opening Welcome program, and could include the distribution of a Leadership Opportunities brochure and briefly discussing our expectations of having all Iowa students experience leadership. The program will include: 1. The importance of involvement and educationally-purposeful out of classroom engagement; 2. Information about the PICK ONE initiative and how it relates to Student Success and institutional priorities; and 3. Various involvement opportunities at Iowa.
- b. The common leadership experience should be covered as a session during Camp Herky. This should last for at least 1 hour, be infused throughout the experience and include an outline of the entire program (see First Year section below for additional information). The inclusion of the common leadership experience in Camp Herky was a recommendation from the Leadership Summit.

### **iii. First-Year**

- a. To complete the first steps of the common leadership experience the students are instructed to complete their PICK ONE and register it on the website. It should be noted to the students that their selection may become the basis for their leadership journey, but can be changed.
- b. Early in the fall semester, all first-year students will be asked to complete an online module of the Socially Responsible Leadership Scale via an e-mail invitation through <http://www.srlsonline.org/>. Appropriate incentives will be designed to encourage participation. Students will have the opportunity to complete the module once per year and there is an on-line tracking system as part of the module.
  - i. The Socially Responsible Leadership Scale (SRLS) is a set of statistically valid and reliable scales designed by leadership educators. It measures the eight values of the Social Change Model (SCM) of leadership development.

- ii. SRLS identifies and measures leadership capacities for research, assessment, and education. It takes approximately 15 minutes to answer all the questions—but respondents can leave the survey and return at a later time to their last completed answer.
    - iii. SRLS focuses on *behavior* instead of *personality*. Personality is static, but behavior can be changed; so there is room for growth. SRLS offers practical advice for improving leadership skills—instead of reifying personal characteristics. Individual reports are sent to the users within 24 hours, which allows students swift feedback. This report includes “Resources for Improvement.” For a sample report please see Appendix V.
    - iv. SRLS, in conjunction with Jossey-Bass (publishers of *Leadership for a Better World: Understanding the Social Change Model of Leadership Development*), are creating a social media website using Ning which is where could have students reflect on their experience taking SRLS.
      - 1. Ning is the social platform for the world's interests and passions online. Millions of people every day are coming together across Ning to explore and express their interests, discover new passions, and meet new people around shared pursuits. <http://www.ning.com/>
      - 2. As the students progress through their learning experience, we could ask them to use the Ning site as their sounding board and a place to discuss and reflect on their leadership experiences.
- c. Toward the end of year one, there will be a transition module presented to prepare the students for what will happen during their sophomore year. This on-line invitation to participate in year two will be sent to all returning second year students (see below for more information about the Sophomore Year). In addition to providing information about continuing their leadership journey, the module will include content that will serve to help those who have participated in PICK ONE and the SRLS to process what they have learned and provide them with next steps related to any of the available leadership opportunities on campus.
- iv. Sophomore Year
  - a. Given the extensive focus on the first year experience, and the foundation provided by PICK ONE and the SRLS, the Leadership Summit participants recommended that a focus on the sophomore year be included in our strategic planning. We recognize that not all sophomore students will choose to continue their leadership journey to the depth detailed below. They may choose to stop after engaging in PICK ONE and completing the SRLS. While this is not preferred, because it is a relatively broad, but shallow experience, it is still a considerable expansion of scope from our current practice and can provide an effective pathway toward the “deeper” leadership opportunities provided within the Division and across campus.
  - b. At the beginning of their sophomore year students will be assigned a mentor. Preferably this person will be a faculty or staff member (preferably identified by the student). However, we understand that the sheer number of mentors needed requires the use of some upper-class students and graduate students. In addition, we may be able to recruit and train students who have completed one of the many strong leadership programs on campus to serve as mentors (PLC, LeaderShape, CLA, Diversity Dialogues, etc.). Fostering mentoring relationships is strongly supported by both the Multi-Institutional Study of Leadership and the Leadership Summit participants.

- i. Mentoring relationships are the second largest predictor of the development of leadership capacities.
- ii. Mentoring is a reciprocal learning relationship in which a mentor and mentee agree to a partnership, where they work collaboratively toward achievement of mutually defined goals that will develop a mentee's skills, abilities, knowledge, or thinking.
- iii. The benefits of mentoring exist for both the mentee and the mentor.
  - 1. Mentees gain support, get assistance in navigating college and the leadership program, have an opportunity to test ideas, and get candid feedback. A mentor also provides a safety net and allows for greater learning.
  - 2. Mentors gain personal satisfaction, additional knowledge, expanded perspectives, and opportunity to share expertise and reconnect with students through a meaningful relationship.
- c. The educational delivery of the theory will have to be carefully designed, as the authors point out, "The SCM model provides a framework for individuals and groups to learn to engage in leadership for social change... These values do not represent a checklist or prescription of how to be a successful leader. One does not finish learning about one value and then start learning about the next. Rather, development in each value is ongoing...Growth in one value increases the capacity for growth in the others." In addition, the authors recommend a specific order in which to teach the Cs.
- d. Susan Komives in a personal communication wrote, "...some instructors said their students never got the point of how they may have to be different to be effective in working with others for social change and even what social change was. When starting from the individual Cs (which most of us do/did) students got into themselves, then into others through the Group Cs and perhaps to commitment to citizenship but in this linear fashion they did not look back to re-examine self. We therefore flipped the presentation [in the book] to start with what is social change, what kind of commitments to community/citizenship does this indicate to address these needed changes, how do groups work well together within communities to do this, and then how do I need to expand my own capacity to do this-- and the C of commitment leads to being a change agent."
- e. Keeping these two recommendations in mind, the designer of the curriculum for this project will have to plan strategically. However, speaking in general terms, the students will begin the process of covering all eight Cs of the Social Change Model once they are in their second year of study. This will be done both educationally and through experiential components. Preferably the educational piece would be done in a classroom setting to allow for relationship building and an engaging experience. However, due to the volume of students involved, the Committee believes the educational piece could also be done through the use of podcasts/online modules. If it is determined this aspect will be housed online, ideally a website would be created to house the podcasts and accompanying handouts as well as the pathways for completing the experiential piece for each of the eight Cs. Many of the experiential components could be satisfied by using existing leadership vehicles on campus. However, if the decision is made to use existing experiences, some scaling will need to occur.
- f. Once the students have attended the class or watched the podcast for the C they are completing, they will engage in the experiential component. For example, when

learning about "Common Purpose" all students will be asked to engage in service with a local organization. Before engaging in service with that organization, students will need to learn the organization's mission/vision/values/goals. The reflection they complete can be submitted for the class or it can be posted on Ning. This will allow them to reflect on what they have learned during their service experience about "Common Purpose."

- g. Another potential vehicle for teaching Social Change, which not a lot is known about yet, is an online social networking game called URGENT EVOKE. "This is not a simulation. You are about to tackle real problems. Food security. Energy. Water security. Disaster relief. Poverty. Pandemic. Education. Global conflict. Human rights. Welcome to the Evoke Network. Welcome to your crash course in changing the world. *There's an old saying here: 'If you have a problem, and you can't solve it alone, evoke it.'* When we evoke, we look for creative solutions. We use whatever resources we have. We get as many people involved as possible. We take risks. We come up with ideas that have never been tried before. An evoke is an urgent call to innovation. Evoking first started in Africa, but it can happen anywhere. And if you found this message, then it is your destiny to join us." <http://blog.urgentevoke.net/>
- i. EVOKE is a ten-week crash course in changing the world. It is free to play and open to anyone (geared towards college students), anywhere. The goal of the social network game is to help empower young people all over the world, and especially young people in Africa, to come up with creative solutions to our most urgent social problems.
  - ii. The first game begins on March 3, 2010, and Tara Edberg is signed up to play (giving us access to the site and additional knowledge of the game's applicability). Players can join the game at any time. On May 12th, 2010 the first season of the game will end, and successful participants will form the first graduating class of the EVOKE network.
  - iii. Players who successfully complete 10 game challenges will be able to claim their honors: Certified EVOKE Social Innovator – Class of 2010. Top players will also earn online mentorships with experienced social innovators and business leaders from around the world, seed funding for new ventures, and travel scholarships to share their vision for the future at the EVOKE Summit in Washington DC.
  - iv. EVOKE was developed by the World Bank Institute, the learning and knowledge arm of the World Bank Group, and directed by alternate reality game master Jane McGonigal. (For more information consult Appendix IV.)
- h. During this process, students will continually be encouraged to discuss socio-cultural issues throughout their experience as doing so is the number one predictor of leadership development. These could include one or all of the following:
- i. Talking about different lifestyles.
  - ii. Discussing major social issues such as peace, human rights, and justice.
  - iii. Discussing their views about multiculturalism and diversity.
  - iv. Holding discussions with students whose political opinions are very different from their own.
  - v. Holding discussions with students whose personal values are very different from their own.
- i. After the students have completed each of the eight Cs, they will be asked to meet with their mentor to discuss and log their progress.
- v. Beyond

- a. At the conclusion of the eight Cs learning process (which may be completed during their Sophomore or Junior year), students will be informed of additional pathways, to continue their leadership journey. They will be encouraged to not be "shallow" ("Don't be Shallow, Go Deep!") and continue to advance their leadership skills through practice in student organizations, community service, etc. At this time the Division will have to consider scaling some of their current offerings to allow for the greater influx of student leaders. This should include expanding all leadership offerings within the various Divisions' effected departments (OSL, Housing, Rec Services, etc.) and possibly creating additional opportunities for students to lead.
- b. At this time, students will also retake the SRLS to monitor their progress.
- c. To be eligible for their completion certificate and the medal commemorating their progress (to be worn at graduation), students will need to submit a portfolio. This portfolio (possibly using iFolio) will include:
  - i. A copy of their initial SRLS results.
  - ii. A copy of their first reflection about their PICK ONE.
  - iii. Copies of their eight subsequent reflections pertaining to the eight Cs of the Social Change Model and their initial SRLS.
  - iv. A copy of their follow-up SRLS results.
  - v. A copy of their last reflection on their leadership journey and their plan on how they will continue that journey at Iowa and in their community once they graduate.
  - vi. Their transcript documenting their progress by their mentor, including the mentor's notes and approval signature for completion.

## **VII. Cost Estimates**

- i. Due to the extensive nature of this program, as well as the expanding nature of all leadership programs on campus, the Committee recommends creating an additional leadership specialist position to assist in the coordination of this program (~\$50,000 annually).
- ii. Another significant cost aspect of the program are the SRLS assessments. An institutional license is approximately \$30,000 (annually), which allows for the pre-test and post-test of each student. In addition, the MSL assessment is approximately \$3,500 (bi-annually).
- iii. Additional operating costs (IT support, copies, brochure production, mentor recognition, events, etc.) are estimated at ~\$25,000, for a total annual cost of \$108,500. However, if the University is willing to make the commitment to use a classroom setting to facilitate the program, compensation for an additional ~ 90 Instructors would be needed and compensated accordingly.

## **VIII. Assessment**

- i. The Committee recognizes the importance of assessment. While the determination of exact assessment practices requires future discussion, assessment could be conducted on a number of levels.
  - a. Individual-level change: The University of Iowa will receive an Institutional Report after the students have completed their initial SRLS. This will then be compared to the Institutional Report for their follow-up SRLS. This will allow us to measure the impact of the program on individuals. The on-line module utilizes unique access codes that will allow us to track individual participants.

- b. Institution-level change: The Socially Responsible Leadership Scale is also the core of the Multi-Institutional Study of Leadership (MSL). The University of Iowa participated in the MSL in 2009. To assess the effectiveness of the common leadership experience, the University can participate in a future MSL study to evaluate the effectiveness across the institution. Due to our previous participation in the MSL, any participation in future studies will provide Iowa longitudinal data.
- c. Learning and program outcomes for Phase 1 of the Common Leadership Experience (PICK ONE, SRLSOnline + module), based on the Shared Leadership Program Objectives follow. As a result of participating in the Common Leadership Experience, students will:
  - i. Be able to identify their strengths and areas for improvement relative to feedback from the SRLS.
  - ii. Report increased confidence and competence in their leadership skills and abilities.
  - iii. Be able to explain the importance of applying leadership in various settings
  - iv. Report feeling more connected to The University of Iowa.
  - v. Be able to state at least two “next steps” they can take to continue developing their leadership skills at Iowa.
- ii. In addition to learning assessments, the Committee will conduct satisfaction surveys to look for ways to improve the program.

## **IX. Conclusion**

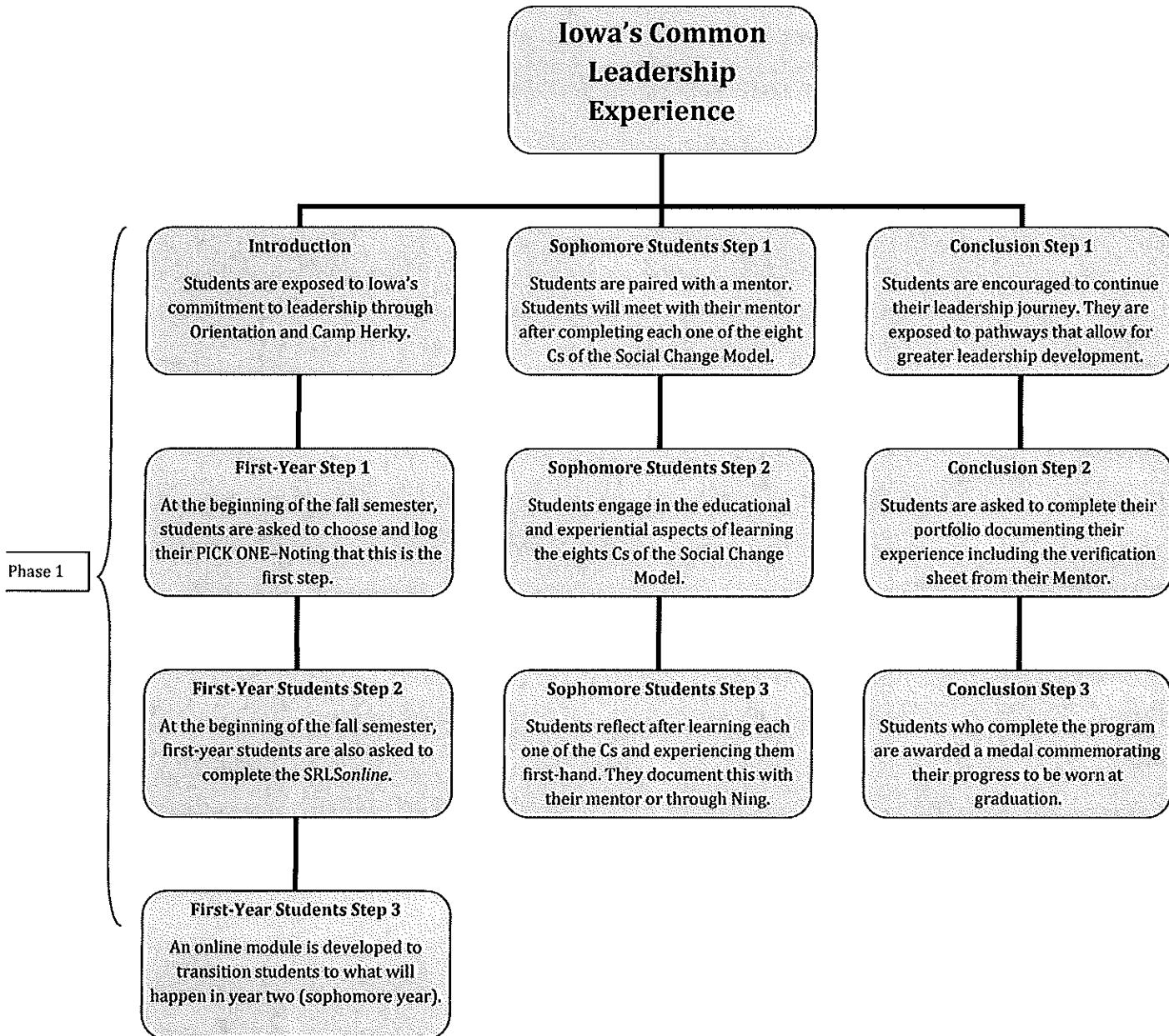
- i. In conclusion, the proposal for a University of Iowa Common Leadership Experience outlined in this report is ambitious. No university is putting forth a theory-based, emerging leader experience with the scale we hope to accomplish. However, if we want to be known as the “Leadership University” this bold step may need to be taken.
- ii. In addition, our common leadership experience will be different because it will be based on one leadership theory, coupled with an inventory, to create a cohesive experience for all Iowa students. Our experience will have great breadth and depth, use technology to meet the students where they are and allow the students to pursue their areas of interest. This will help us create productive citizens that are passionate about initiating positive change in their current and future communities.
- iii. A point of clarification on the scope of our recommendations: It should be noted that students could complete only the first few steps of the experience (PICK ONE, SRLS and online module. However, this would not be the recommendation of the committee because we feel that leadership development would not be significantly impacted by simply getting engaged and completing the SRLS. If we want to see statistically significant increases in the leadership competence of our students they will need to complete the sophomore year experience. However, if the goal is to use the initial experience to funnel more students toward our already available deeper experiences, we feel it can effectively accomplish this goal.
- iv. Moreover, we feel it is exciting that leadership scholars, including Susan Komives and the National Clearinghouse for Leadership Programs, have an interest in the Common Leadership Experience we are proposing and have asked us to keep them informed as to our progress. It is exciting to note that Dr. Komives mentioned Iowa in her presentation at ACPA as one university using their MSL data to make changes on campus.
- v. Finally, in our Charge Meeting VP Tom Rocklin told us to let him know if we could “change the world for \$100,000.” We think we can!

## X. USLSP Timeline and Summary

- i. Year One (2010-2011)
  - a. Re-design or addition of an Orientation Session focusing on Leadership. Increase in the number of Introduction to Leadership sections from two sections each semester to four sections by 2010.
- ii. Year Two (2011-2012)
  - a. The importance of leadership and the Iowa leadership experience is infused extensively throughout Orientation.
  - b. The common leadership experience is covered as a session during *Camp Herky*.
  - c. It will be noted that to complete the first steps of the common leadership experience the students are expected to select their PICK ONE and register it on the website.
  - d. Early in the fall semester, all first-year students will complete an online module of the Socially Responsible Leadership Scale (SRLS).
  - e. Toward the end of the first year, there will be a transition module presented to prepare students for what will happen sophomore year.
- iii. Year Three (2012-2013)
  - a. In addition to facilitating Year Three for the sophomore students, Year Two will need to be repeated for 2012 first-year students.
  - b. At the beginning of their sophomore year, students will be assigned a mentor.
  - c. The educational delivery of the theory curriculum will begin. The participating students will begin the process of covering all eight Cs of the Social Change Model. This will be done both didactically and through experiential components. Preferably the educational piece would be done in a classroom setting to allow for relationship building and an engaging experience. However, due to the volume of students involved, the Committee believes some of the didactic aspects could also be done through the use of podcasts/online modules. Ideally, these should be paired with reflection opportunities.
  - d. Once the students have attended the class or watched the podcast for the C they are completing, they will engage in the experiential component. For example, when learning about "Common Purpose," all students will be asked to engage in service with a local organization. Before engaging in service with that organization, students will need to learn the organization's mission/vision/values/goals.
  - e. Once students have completed the educational and experiential components, they will complete a reflection that can be submitted for the class or posted on Ning. This will allow them to reflect on what they have learned during their service experience.
  - f. Another potential vehicle for teaching Social Change, which not a lot is known about yet, is a free social network online game called URGENT EVOKE. EVOKE is a ten-week crash course in changing the world. Its purpose is to help empower young people all over the world, and especially young people in Africa, to come up with creative solutions to our most urgent social problems.
  - g. During this process students will continually be encouraged to discuss socio-cultural issues as doing so is the number one predictor of leadership development.
  - h. After the students have completed each of the eight Cs, they will be asked to meet with their mentor to discuss and log their progress and examine the next steps for involvement with leadership. At the conclusion of the eight Cs learning process, students will be informed of additional pathways, such as the Academic Leadership Certificate, to continue their leadership journey. They will be encouraged to not be

- "shallow" (Don't be Shallow, Go Deep!") and continue to advance their leadership skills through practice.
- i. At this time the students will also retake the SRLS to monitor their progress.
  - j. To be eligible for their completion certificate and the medal commemorating their progress (to be worn at graduation), the students will need to submit a portfolio.

## XI. Graphic Summary of the Common Leadership Program



## **XII. Resources**

Komives, S. R., Lucas, N., & McMahon, T. R. (2007). *Exploring leadership: For college students who want to make a difference* (2nd ed.). San Francisco: Jossey-Bass.

Komives, S. R., Wagner, W., et al (2009). *Leadership for a better world: Understanding the social change model of leadership development*. San Francisco: Jossey-Bass.

[www.cnn.com/video/#/video/tech/2010/02/15/jane.mcgonigal.ted2010.cnn?iref=allsearch](http://www.cnn.com/video/#/video/tech/2010/02/15/jane.mcgonigal.ted2010.cnn?iref=allsearch)

<http://www.urgentevolve.com>

<http://www.leadershipstudy.net/>

<http://www.srlsonline.org/>

<http://www.ning.com/>

# Appendix I.



President's Promise  
University of Maryland  
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# The President's Promise

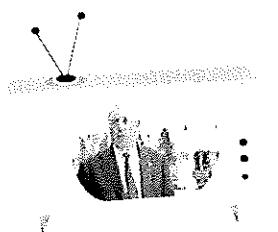
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## Explore the possibilities.

Through the President's Promise, each student has the chance to engage in a special experience and offers the opportunity for extraordinary personal growth. Some students achieve this growth through hands-on research, study abroad, or internships in the public and private sectors. Others take on leadership roles or find fulfillment in community service programs. President's Promise staff is available to help students navigate through all options to select the best opportunities. In addition, dedicated faculty and staff are also available to help students chart a course to enhance their academic experience.

### **View the opportunities:**



[international experiences](#)

[learning communities](#)

**Federal Internships: Finding and Applying for Summer 2010 - Part Two**  
February 25, 2010  
» gain internship experience

**Global Communities Application Dean**  
March 01, 2010  
» gain living-learning program experience

**Peer Leadership Council Information Session**  
March 02, 2010  
» gain leadership experience

**Study Abroad Summer 2010**  
March 03, 2010  
» gain international experience

[» view all upcoming events](#)

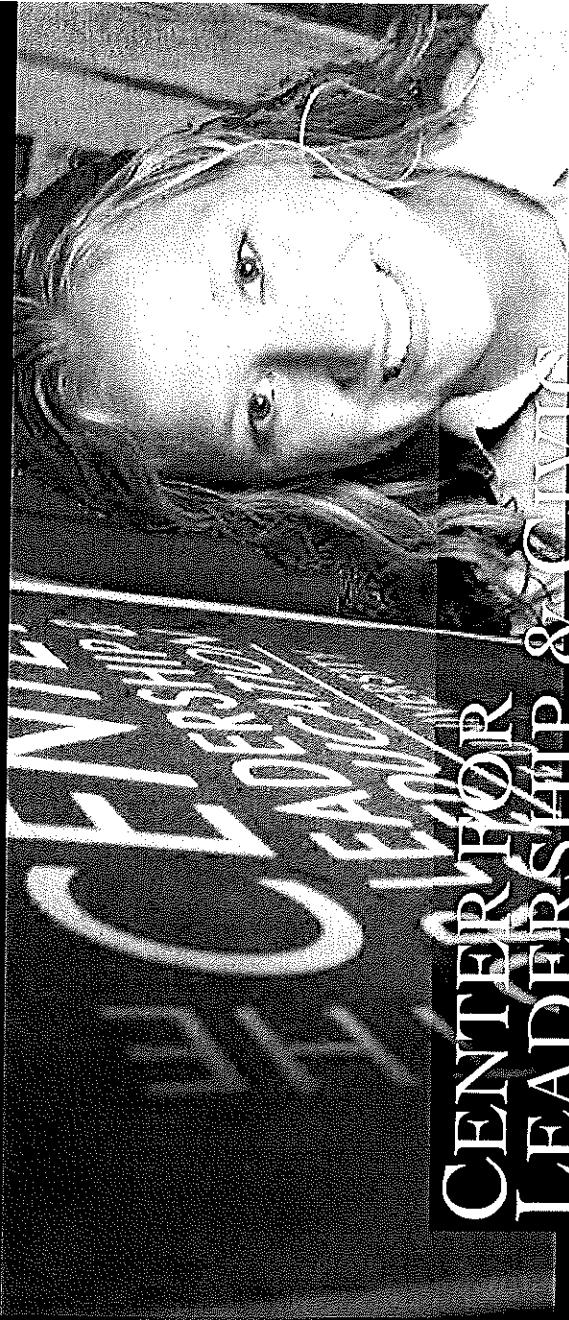
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[visit us at the University Career Center](#)

"Every undergraduate student should have the opportunity for a special program experience" – Dr. C.D. Mote, Jr., President



# CENTER FOR LEADERSHIP & CIVIC EDUCATION

**Bill Moeller & Laura Osteen, Co-directors** *The Center enhances the education of students for responsible citizenship and effective leadership.*

- Increased the number of community service hours reported via ServScript to 314,461 hours
- Supported 5,672 students through 187 service learning courses representing 31 academic departments; those students' service totaled 209,277 hours
- Welcomed 40 students to the new Social Justice Living-Learning Community
- Reported 8,444 hours of service to the community by 40 Service Scholars
- Launched the Summer Service Program in which seven students received stipends for a summer of intensive service at a domestic or overseas non-profit agency
- Issued 72 awards totaling \$534,531 through the Florida Learn & Serve program to schools for K-12 service-learning projects, involving 25 school districts, an estimated 28,000 student participants and 1,347,556 hours of service
- Provided more than 3,900 hours of mentoring/tutoring to K-12 students in 12 in-school and after-school sites
- Completed more than 3,400 hours of service to 10 local agencies through weekly, student-led outreach projects
- Facilitated leadership learning workshops for more than 600 students in which they learned, completed, and reflected upon Kouzes and Posner's Student Leadership Practices Inventory

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<a href="#">▼</a>	<a href="#">▼</a>	<a href="#">▼</a>	<a href="#">▼</a>	<a href="#">▼</a>

<a href="#">GU Home</a>	<a href="#">About Gonzaga</a>	<a href="#">Academics</a>	<a href="#">Admissions</a>	<a href="#">Athletics</a>	<a href="#">Campus Resources</a>	<a href="#">Student Life</a>
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## About the Comprehensive Leadership Program

### About the Comprehensive Leadership Program

The Comprehensive Leadership Program at Gonzaga University is an interdisciplinary, undergraduate leadership program designed to develop leaders for the common good. Initiated in 2002, the CLP is a dynamic, growing program now serving nearly 150 undergraduate students. Gonzaga University has long been known for its excellent programs at the masters and doctoral level. The CLP was designed to extend this tradition to students at the undergraduate level, preparing future leaders within the framework of mission-centered values: service, justice, faith and ethics.

Admission to the CLP is gained through a formal application process in fall of your freshman year. Upon admission, freshmen CLP students will take core classes spring semester that introduce leadership theory, analyze and develop personal leadership styles, and examine leadership in the context of other cultures and value systems. Throughout this three and a half-year program, students will build community with their peers and supplement academic core courses through participation in retreats, workshops, speaker series, and electives. A junior-year internship and senior legacy project put leadership knowledge into practice as students experience first-hand the role of leadership in their lives.

Outdoor Ldrshp students

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# LEADERSHIP

## Comprehensive Leadership Program develops leaders for the common good

We live in a complex world. The actions of our leaders have far-reaching social, economic, and environmental impact. Gonzaga's Comprehensive Leadership Program (CLP) develops future leaders—women and men who are capable of developing a vision for a better world, and have the means to guide others toward fulfillment of that vision. Through academic coursework, reflective self-study, and co-curricular activities, this interdisciplinary, undergraduate leadership program prepares a diverse group of students to be great leaders on campus, in their community, and in their profession.

Jesuit education and Gonzaga University foster the development of men and women who will be leaders for the common good, with the belief that leadership can be learned. CLP embraces this mission through deeper exploration of three dimensions of leadership: self-awareness, relationship with others, and community action for the common good.

Beginning in spring of their freshman year, CLP students will take core classes that introduce leadership theory, analyze and develop personal leadership styles, and examine leadership in the context of other cultures and value systems. Students build community with their peers and supplement academic core courses through participation in retreats, workshops, speaker series, and electives. A junior-year internship and a senior Legacy Project put leadership knowledge and skills into practice as students experience first hand the role of leadership in their lives.

Initiated in 2002, the Comprehensive Leadership Program is a dynamic, growing program now serving nearly 150 undergraduate students. Gonzaga University has long been known for its excellent leadership programs at the graduate and doctoral level. The CLP program was designed to extend this tradition to students at the undergraduate level, preparing future leaders within the framework of mission-centered values: service, justice, faith and ethics.



Local leaders, such as Marshall Chesrown shown here, share their expertise with students at the CLP Fishbowl held each semester.



Students hone their leadership skills through opportunities in the field.

## UNITY

### Curriculum Framework

CLP courses and activities center on the following three dimensions of leadership:

#### 1. Leadership and Self-Identity

Construction of a personal definition of leadership on the basis of knowledge of self and the acquisition of concepts in formal academic leadership theory

#### 2. Leadership in Relationship

Development of key leadership skills: communication, empathy, ethics, social skills, conflict management, team building

#### 3. Leadership for the Common Good

Direct increased involvement in leadership activities including creation of mentoring opportunities, and community-based servant leadership.



## **Arizona Blue Chip Program**

### **Overview of the Arizona Blue Chip Program**

The Arizona Blue Chip Program welcomed its first class on August 22, 1999. Dr. Likins, President of the University of Arizona welcomed 238 freshmen to the program and the beginning of their university experience. Subsequent classes have been added to bring the number of students having participated in Blue Chip to over 2000.

The Arizona Blue Chip Program is a 4 year co-curricular leadership education experience under the auspices of the Blue Chip Center for Leadership Education. Blue Chip is designed to help students gain self-awareness and an awareness of the world around them. Blue Chip does not define leadership as positional, but as a relational process. For that reason we believe everyone has the opportunity to learn and grow into a leader regardless of past experiences. The Mission of Blue Chip is to build leaders who will make a difference.

The four core values of our program reflect the program's components and the way in which leadership is viewed within the program:

- Integrity: Knowing the difference between right and wrong and doing the right thing all the time... even when no one is watching.
- Diversity: Leaders are inclusive, first through awareness of self, expanding to include awareness of others, and becoming multiculturally competent.
- Service: It's not about me, it's about us. Leaders care about people and seek to enhance the lives of those around them. By serving others, leaders serve themselves.
- Excellence: Understanding your capabilities and limitations and then doing your best all the time...accepting nothing less.

How does Blue Chip differ from other university activities? Blue Chip is a university program (which is different from a student club). It is housed within the Arizona Student Unions and is staffed by approximately 3-4 professional staff members. Blue Chip is designed to help you focus on developing as a leader and learning about leadership, whereas other involvement opportunities are designed to have you lead (without necessarily learning about the best way to lead). We strongly believe that the best combination is being involved with Blue Chip ALONG WITH other activities on campus such as student clubs or student government. The two experiences greatly complement one another-where you learn about leadership in Blue Chip you get the opportunity to practice it in other activities. Many prominent student leaders here on campus are also in Blue Chip.

### **Phases**

The Arizona Blue Chip Program is divided into four phases. In general, students will take one year to complete each phase. The four phases accomplish different goals and objectives:

Phase I (Year 1): Engage

Phase II (Year 2): Learn

Phase III (Year 3): Practice

Phase IV (Year 4): Lead

### **Themes**

When you enter Phase II of the program you will choose a Blue Chip theme, which you will be in for the remainder of your time in Blue Chip. We know that there are many ways to learn about, practice, and develop your leadership skills, so we give you the opportunity to learn about leadership in a theme of choice!

Here are the five themes:

- ARTS Theme-Students begin to understand the values that drive art, the social change that occurs because of art and how leadership moves the world through art.
- ECO Theme-Through synchronicity with nature and the outdoors, students develop leadership skills such as decision-making, empowerment, communication, and teamwork.
- GLOBAL Theme-Members enhance their leadership skills through social justice initiatives, community development, and work to create a fair and just world.
- SERVICE Theme-Members learn to create change through civic engagement and gain insight into current social issues while developing their ability to drive change.
- SOCIAL ENTREPRENEURIAL Theme-students focus on cutting edge business skills while learning professional, innovative, and sustainable approaches to systemic organizational change.

### **2007-2008 Phase Activities**

#### **Phase I Experience**

**Opening Event:** Attend a welcome back motivational program for all Blue Chip students on the Sunday before classes start.

**Team Meetings:** Attend weekly meetings in a small team facilitated by your Blue Chip Team Leader covering topics such as time management, personal leadership styles, and wellness.

**Blue Chip Symposium:** Participate in a half-day workshop series on excellence through leadership where you will learn about being a role model as a leader.

**BlueSync:** Participate in a lipsync performance with your team in this talent show for Phase I teams.

**Phase I Team Advisor Meeting:** Get to know a campus professional who can help you identify potential mentors for your leadership success.

## Appendix II.

# **Iowa Leadership Summit Agenda**

**Monday, January 25, 2010, 1-4 pm**

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## **I. Welcome & Introductions (5 minutes)**

Bill Nelson, Sarah Hansen, Kelley Ashby, Melissa Baker, Kelly Dauplaise-Thornburg, Rob Dubay, Tara Edberg, Helen Jameson, Kelly Jo Karnes, Nikole Mac, Mary Mathew-Wilson, Lt Col Steven Nielsen, Nancy Parker, Nancy Schneider, Greg Thompson, Cindy Weber, Andy Winkelmann, Ben Parks, Nellie Hermanson, Mark Baccei, Laurie Haag, Aaron Parker, Lanaya Ethington

## **II. Brief Remarks by Tom Rocklin, Interim Vice President for Student Services (5 minutes)**

## **III. Overview of Summit Goals/Review of Agenda (10 minutes)**

A. For the Division of Student Services, this process will help inform our strategic directions for the next three years. We also hope that it can provide useful information for everyone on where our current programs are, where we'd all like to head, and how we can coordinate to best meet the needs of as many UI students as possible.

1. To utilize an inclusive process to gather information on the current status and future directions of the array of leadership programs at Iowa.
2. To develop shared goals for leadership experiences for UI students.
3. To discuss how we can best scale existing, or develop new, leadership experiences across campus to provide a widespread platform of experiences for "all Hawkeyes".

B. Agenda for the Summit:

1. Welcome and Overview (15 minutes)
2. Current state of Leadership Programs at Iowa (including review of MSL) (1 hour)
3. Developing shared goals for leadership experiences (15 minutes)
4. Break (5 minutes - working break moving into work groups)
5. Work Groups discuss strategic direction for campus programs (1 hour 15 minutes including reporting)
6. Discuss next steps and wrap up (10 minutes)

## **IV. Review of current status of Leadership at Iowa (1 hour)**

A. How do Iowa's leadership competencies compare nationally? The University of Iowa recently completed the Multi-Institutional Study of Leadership - 2. Tara Edberg will review the results from the MSL2.

1. The purpose of the MSL is to contribute to the understanding of college student leadership development—with special attention to the role of higher education in fostering leadership capacities. The study addresses individual institutional considerations while contributing to a national understanding of: 1) Student needs and outcomes 2) Effective institutional practices & 3) The extent of environmental influence in leadership development.
2. The MSL aims to better equip leadership educators and institutions to develop leadership capacities. It provides institutions with critical data to track student learning and inform evidence-based interventions. Schools elect to participate by administering the MSL questionnaire to a sample of undergraduate students.

B. Iowa's leadership program review. Iowa currently has a decentralized approach to leadership programs and activities. This time will be spent briefly reviewing some of Iowa's existing leadership programs.

1. Kelley Ashby – Pomerantz Career Center
2. Greg Thompson – University Housing
3. Rob Dubay – Recreational Services
4. Kelly Dauplaise-Thornburg – WRAC
5. Helen Jameson – OISS
7. Tara Edberg and Kelly Jo Karnes – Office of Student Life

**V. Discussion of shared goals for leadership experiences (15 minutes)**

The LCC previously developed "Shared UI Leadership Program Goals".

1. Do these still capture our shared goals and your program priorities?
2. Are there things that are missing?

**VI. Strategic Directions for Campus Programs (1 hour, 15 minutes – ~15 minutes to share)**

**Focus for reporting out will be to ask groups to highlight gaps they identified.**

A. All groups will discuss these questions:

1. Where are there gaps in our current framework of leadership offerings/experiences? Consider the CAS definitions of Leadership Training, Leadership Education, and Leadership Development.
2. What types of programs and experiences will effectively fill those gaps?
3. What resources are needed to create those programs and experiences?

B. Each group will then discuss one of the following questions (Questions will be Assigned):

1. (Tara) Based on our existing data (e.g., MSL information on our student needs and outcomes), where are we doing well? Where should we focus our efforts over the next three years?
2. (Sarah) How will we know if we've successfully created a 'widespread platform of leadership opportunities'? How should we measure the success of our efforts? Are there opportunities for continued collaboration on assessment (MSL or other tools) across our offerings?
3. (Bill) While there may be multiple pathways to leadership learning, should there be a broad, shared introduction to leadership during the first year of school (e.g., A Leadership at Iowa Online Course)? If so, what should that experience include and could it funnel students to next steps with leadership?
4. (Kelly Jo) What ways can student/academic affairs collaborations support leadership development?

C. Groups will be asked to share the "take home points" from their discussions of the questions.

**VII. Wrap Up and Next Steps (10 minutes)**

We will share the output of the Summit so that departments may use it in formulating future plans.

**Other next steps?**

# Iowa Leadership Summit Minutes

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## I. Welcome & Introductions (5 minutes)

Present: Sarah Hansen, Kelley Ashby, Bill Nelson, Kelly Dauplaise-Thornburg, Kelly Jo Karnes, Mary Mathew Wilson, Tara Edberg, Greg Thompson, Cindy Weber, Ben Parks, Nellie Hermanson, Melissa Baker, Stacy Narcotta-Welp, Ryan McFadden, Mark Baccei, Lanaya Ethington, Laurie Haag, Rob Dubay, Nikole Mac,

Not Able to Attend: Helen Jameson, Lt Col Steven Nielsen, Nancy Parker, Nancy Schneider, Andy Winkelmann, Aaron Parker

## II. Brief Remarks by Tom Rocklin, Interim Vice President for Student Services (5 minutes)

Definition from Student Success Team has 5 outcomes with leadership fitting into this definition (effective leadership). This is a really important outcome for college students. What distinguishes people during their college experience is the leadership piece...versus just "knowing stuff".

We have a lot of really good opportunities at Iowa that deal with leadership: for-credit classes, laboratory type experiences and non-credit leadership experiences. If we have 5,000 student leaders...what are we doing for the other 15,000 undergraduate student leaders? We need to be doing leadership programs for ALL of our students. Iowa has a reputation as a "party school"...but we want to be a "leadership school". We need to change that. Thank you for taking the time to spend talking about this topic...we have a lot of students that could benefit from this.

## III. Overview of Summit Goals/Review of Agenda (10 minutes) – Sarah H.

A. For the Division of Student Services, this process will help inform our strategic directions for the next three years. We also hope that it can provide useful information for everyone on where our current programs are, where we'd all like to head, and how we can coordinate to best meet the needs of as many UI students as possible.

1. To utilize an inclusive process to gather information on the current status and future directions of the array of leadership programs at Iowa.
2. To develop shared goals for leadership experiences for UI students.
3. To discuss how we can best scale existing, or develop new, leadership experiences across campus to provide a widespread platform of experiences for "all Hawkeyes".

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A. How do Iowa's leadership competencies compare nationally? The University of Iowa recently completed the Multi-Institutional Study of Leadership - 2. Tara Edberg reviewed the results from the MSL2.

1. The purpose of the MSL is to contribute to the understanding of college student leadership development—with special attention to the role of higher education in fostering leadership capacities. The study addresses individual institutional considerations while contributing to a national understanding of: 1) Student needs and outcomes 2) Effective institutional practices & 3) The extent of environmental influence in leadership development.

2. The MSL aims to better equip leadership educators and institutions to develop leadership capacities. It provides institutions with critical data to track student learning and inform evidence-based interventions. Schools elect to participate by administering the MSL questionnaire to a sample of undergraduate students.

Special Notes/key learning about the MSL:

- Uses the Social Change Model as the theoretical framework
- Web-based survey that took approx. 28 minutes to take.
- Iowa customized 10 questions for our MSL
- 6 Big Ten schools participated in the MSL this past year.
- UI sample – 4,000 randomly sampled students.
  - Comparative sample – 385 students – most student leaders
- Response rate – 701 students with 162 being from the comparative sample.
- 62% female response; 38% male response
- Students need to be involved in at least one organization on campus
- Students need to be involved in at least one leadership program.
- Discourage too much breadth of involvement...versus depth
- Design programs to target specified groups
- There is a continued need to discuss socio-cultural issues across the board.
- Leadership programs should be decentralized (not all located in the same office, etc.)
- Mentoring relationships are really important.

B. Iowa's leadership program review. Iowa currently has a decentralized approach to leadership programs and activities. This time will be spent briefly reviewing some of Iowa's existing leadership programs.

1. Kelley Ashby – Pomerantz Career Center

- Career Leadership Academy – focuses on leadership knowledge, development and attitude with focus on career. They use the Relational Leadership Model, Situational Leadership Model, and Social Change Model. There are four phases in which a student will complete. They must have at least one semester at Iowa completed to apply to the program. Phases 1 – 3 focus on general leadership and Phase 4 – is focused on career information and sending them out into the work force. They will have a living-learning community for Fall 2010 for 1<sup>st</sup> year students. They must be in a CT class their first semester and then will begin CLA.
- Working on a global leadership program – working with students who are already studying abroad and tying in leadership to their study aboard experiences.

2. Greg Thompson – University Housing

- Primarily work with first year students. The biggest leadership initiative is the Associated Residence Halls (ARH). Each hall has its own association and then representatives participate in the larger ARH council. The hall councils assist in programming, training and community building for each hall.
- HALT – one day leadership training for ARH leaders
- Starting a new honorary for those living in residence halls called: National Residence Hall Honorary (NRHH).
- Residence Assistant Programs – 130 students who lead a floor for 40-75 residences. They take a 5 week class to prepare them, as well as a 10 day training program prior to the start of fall classes.
- Are looking to start an emerging leaders program for first year students living in the residence halls. Hoping to launch this program in the fall.

3. Rob Dubay – Recreational Services

- High adventure challenge course – is open to anyone and everyone (on and off campus). It can focus on that team challenge/bonding experiences.

- Leadership in the Outdoors – 3 semester credit hour course – focuses on people who may want to be outdoor educators. The program is in its 4<sup>th</sup> year.
  - Sports Club – drastically changing the way they do business with the new facilities. There will be more leadership focuses training for the various sports clubs. Approximately 35 clubs.
4. Kelly Dauplaise-Thornburg – WRAC
- Iowa N.E.W. Leadership Program – intense residential program, 6-days. It is a “franchise” program...with the program happening in the summer. The focus is on women in political leadership positions. The program is open to any student from a 2 or 4 year college throughout the state of Iowa. You do not have to be an Iowa student.
  - WRAC would like to contribute to a pipeline for women to participate in more public leadership. They are beginning to focus on the learning outcomes of the program and what additional programs should come, as a result of this program.
5. Helen Jameson – OISS – not present
6. Tara Edberg and Kelly Jo Karnes – Office of Student Life
- There are several course offerings within OSL, including:
    - 2 Introduction to Leadership Classes
    - The President’s Leadership Class
    - The Advance Introduction to Fraternity & Sorority Life class
    - Will be putting forward/managing a practicum course for the Leadership Certificate.
  - The first ever LeaderShape Institute was held in January. Information about the participants and the program was handed out. We showed a video of testimonials from students who had a chance to participate and what the impact the program had on them. The video can be borrowed from OSL.
7. Mary Mathew Wilson – Civic Engagement Program
- The program has now moved as a part of the Pomerantz Career Center. The program had a record number of volunteers for MLK Day of Service and has the support of a VISTA student to give assistance to matching students with volunteer experiences.
8. Athletics – not present
- Handout was provided about the “STEP UP!” program through the NCAA.
9. General – Leadership Certificate will be coming out in the Fall. Kelley A. will send out the detail about the certificate – 21 credit hours.

#### V. Discussion of shared goals for leadership experiences (15 minutes)

1. The Leadership Coordinating Council previously developed “Shared UI Leadership Program Goals”.
  - a) Do these still capture our shared goals and your program priorities?
  - b) Are there things that are missing?
  - Include information for practical/internship activities that might contribute to leadership
  - Would like to see more concrete examples of where these things are happening with current programs.
  - We should take the time to share information about what is happening.
  - Can any of these be collapsed or consolidated? Some of these may only be applicable to certain programs.
  - Identify which students are being reached with these various goals. Where (within what programs) are these things occurring?
  - How does this fit with the Iowa Challenge? Does this fit as a compliment or is it just another thing?
  - The 8 C’s from the Social Change Model seem to be represented in this document.
  - Create a shared framework, shared principles for our various areas...versus a shared definition?

- Not only a “cross-cultural” piece, but a global piece.

## **VI. Strategic Directions for Campus Programs (1 hour, 15 minutes – ~15 minutes to share. Focus for reporting out will be to ask groups to highlight gaps they identified.**

A. All groups will discuss these questions:

1. Where are there gaps in our current framework of leadership offerings/experiences? Consider the CAS definitions of Leadership Training, Leadership Education, and Leadership Development.
2. What types of programs and experiences will effectively fill those gaps?
3. Should there be a required first year leadership experience (ex: an on-line course)?

B. Groups will be asked to share the “take home points” from their discussions of the questions.

## **VII. Wrap Up and Next Steps (10 minutes)**

We will share the output of the Summit so that departments may use it in formulating future plans.

**Other next steps?**

- All Summit output will be shared with attendees and those who could not attend.
- Follow-up with those departments/areas not represented.
- Strategic plan for Student Services (to be shared as well).

**Feedback from Small Groups:**

**GAPS –**

- On-line is not the right method for leadership
- We need to start with each other and develop shared experiences with each other versus just working in silos.
- How do we work with the “less obvious” leaders.
- Who are we hitting? Are we only focusing on the 10-15% of students?
- What are we doing with our sophomores?
- Maybe we are not as intentional about talking about how leadership and retention are related.
- We need to have a better understand of what everyone is doing around the area of leadership.
- We front-load all of our experiences and opportunities and maybe we should focus on the spring.
- How do we transition our students to leadership engagement?
- We need to start with us. How do we educate staff/faculty and develop a collegial atmosphere, where we increase collaboration?
- We are missing a mentoring aspect.
- We are missing the connection of leadership with American students of color.
- Missing an emerging leader type experience.
- We need to increase our global/international efforts.

**Programs and Broad Based Experiences –**

- This would be an excellent component in a “Camp Herky”
- If it works, we should make it mandatory.
- We should consider extending the program into the first 6 weeks – Creating pathways to get involved.
- Have 6-8 sessions throughout the summer
- We will need to debunk leadership myths. Talk about leadership as positive change...and not a positional leader.
- There must be action and relationship components (service, socio/cultural conversations)
- We need to start with ourselves. We should have Faculty & Staff breakfasts/development to make us more collegial and create collaborations across campus.
- What if this experience was for sophomores? Or both?

- Second Semester of first year there would need to be an online tool that focuses on the experience and principles models. In the first semester of the second year there would be a focus in the area of leadership training and development. This component could still be online. During the third semester the focus could be on leadership development.
- Mentoring must be a component piece...student to student.
- Push forward with the current programs (Leadershape, Leadership Conference, CEP, CCA)
- Expand the current Pick One model
- What if students had a “leadership experience” advisor...who assisted students with crafting their experiences?
- Look to use the living and learning communities as the vehicle for moving forward with this concept.
- What is happening with HR and their Skills Soft program and how could this tie in?
- Look at the difference between leadership training and development.
- Convocation? College Transition? Course (Ex. EssentialNU)?
- Peer Mentoring with the purpose of engaging those who are not connected. EG: current leader paired with emerging leader
- Marketing push to clarify the language
- Shared leadership experience. EG: Texas A&M Fish Camp
- Look beyond “leadership” to “creating change”
- All students living in the residence halls together would also have shared course experience.
- Conveying the leadership myths...it is not about title or position
- Mandatory skills building for our org. /activities – is this a part of the core curriculum?
- A leadership major – added curriculum.
- Opportunities for student critique leadership
- What change are you going to make?
- What legacy did you leave?
- On-line course may not be the most effective?
- There is an interpersonal component with leadership.
- Can we go “Pick One” one step further?
- What is your experience with your involvement?
- Is there a shared course opportunity that could include leadership?
- Is this like Alcohol-Edu?
- Could it be a part of Camp Herky? Orientation? This might require a shift from the academic focus to adding more leadership.
- Does it need a “req.” component?

## Appendix III.

 Multi-Institutional Study of Leadership

*Findings for:*

## The University of Iowa

Tara Edberg

Sponsored by the National Clearinghouse for Leadership Programs, the University of Maryland, C. Charles Jackson Foundation, and the National Campus Activities Association  
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 Presentation Outline

- Background & Purpose
- Frameworks for the Study
- Methodology
  - Instrument
  - Participating Institutions
- Our Institution's Findings:
  - Random v. Comparative Samples
  - Demographic Results
  - Environmental (i.e., College Experience) Results

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 Background of the MSL

**Rationale #1:**  
 "Leadership is one of the most observed and least understood phenomena on earth."

- James MacGregor Burns, *Leadership* (1978), p. 2

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 Background of the MSL

**Rationale #2:**  
 "In every dimension of contemporary society church, government, business, and education we face a crisis of leadership."

- Jeffrey G. Reed & Mary C. Klein, 2005, *Concepts & Connections*, 13(2), p. 4

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 Background of the MSL

**Rationale #3:**  
 "Higher education plays a major part in shaping the quality of leadership in modern American society."

- Alexander W. Astin & Helen S. Astin, *Leadership Reconsidered* (2000), p. 2

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 Purpose of the MSL

To examine student leadership values at both the institutional and national levels with specific attention to the campus experience factors that influence leadership development in college students.

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**MULTI-INSTITUTIONAL STUDY OF LEADERSHIP**

### Framework of the MSL

**Theoretical Framework:**  
Social Change Model of Leadership Development (HERI, 1996)

**Conceptual Framework:**  
I-E-O College Impact Model (Inputs-Environment-Outcomes) (Astin, 1993, 2001)

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**MULTI-INSTITUTIONAL STUDY OF LEADERSHIP**

### The Social Change Model

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**MULTI-INSTITUTIONAL STUDY OF LEADERSHIP**

### Social Change Model: 8 C's

<b>Individual Values:</b>	<b>Group Values</b>
- Consciousness of Self	- Collaboration
- Commitment	- Common Purpose
- Congruence	- Controversy with Civility
<b>Community Value:</b>	<b>Central Value:</b>
- Citizenship	- Change

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**MULTI-INSTITUTIONAL STUDY OF LEADERSHIP**

### Overview of MSL: Conceptual Framework

**Inputs:** students' pre-college characteristics (e.g., demographics, high school achievement)

**Environment:** programs, experiences, relationships, and other factors in the collegiate environment (e.g., co-curricular involvement, mentoring)

**Outcomes:** students' characteristics after exposure to the college environment (e.g., the eight C's of the Social Change Model, social change behaviors, leadership self-efficacy)

**I - E - O**  
(Astin, 1991; 1993)

**MULTI-INSTITUTIONAL STUDY OF LEADERSHIP**

### Demographic and Classification Variables

- Age
- Gender
- Sexual Orientation
- Ethnic/racial background
- Current Living Arrangements
- Ability/Disability
- U. S. Generational Status
- Socioeconomic Status (education of parents and family income; Indicates first generation students)
- College grades (also may be an outcome variable)

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**MULTI-INSTITUTIONAL STUDY OF LEADERSHIP**

### Pre-College Experiences

- Involvement in high school clubs, sports, or service
- Involvement in community organizations
- Pre-college leadership training

Along with retrospective pre-test measures for numerous MSL Scales

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 **Campus Experiences  
(Environments)**

MULTI-INSTITUTIONAL STUDY OF LEADERSHIP

- Breadth and depth of campus organization involvement
- Nature of community service involvement
- Academic engagement experiences (e.g., study abroad, internships)
- Amount of on- or off-campus work experience
- Leadership training participation
- Positional Leadership frequency (on and off campus)
- Active members frequency (on and off campus)
- Engagement in socio-cultural issues discussion
- Social change behavior frequency
- Mentoring and race/gender/role of significant mentor

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 **Outcome Measures**

MULTI-INSTITUTIONAL STUDY OF LEADERSHIP

- SOCIAL CHANGE MODEL SCALES:** Consciousness of self, congruence, commitment, collaboration, common purpose, controversy with civility, citizenship, change, and an OMNIBUS SRLS (total score 8Cs) score
- Leadership efficacy
- Growth in cognitive complexity
- Collective racial esteem
- Spirituality and meaning-making
- Outcomes of mentoring relationships
- Social perspective taking
- Social change behavior frequency
- Open ended: What leadership means to you?
- NOTE: Other items could be outcomes (e.g. college grades)

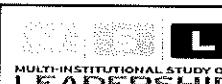
14

 **Key Research Questions**

MULTI-INSTITUTIONAL STUDY OF LEADERSHIP

- How do college students score on the eight leadership values associated with the Social Change Model?
- How do scores compare across particular demographic factors, such as gender, race/ethnicity, and class-standing?
- What environmental factors (e.g., co-curricular involvement, study abroad) contribute to higher scores on the leadership outcomes?
- Where does IOWA compare nationally?

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 **Methodology**

MULTI-INSTITUTIONAL STUDY OF LEADERSHIP

**The Survey Instrument:**

- Web-based (link sent via e-mail)
- Average completion time of about 28 minutes
- Schools could also ask up to 10 institution-specific custom questions
- Pilot tested at the University of Maryland, College Park
- Survey management by Center for Student Studies (Ann Arbor, MI)

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 **Methodology**

MULTI-INSTITUTIONAL STUDY OF LEADERSHIP

**101 Participating Institutions:**

- Geographically diverse
- Variety of institutional types and classifications
  - e.g.: community colleges, women's colleges, research universities, liberal arts schools, HBCU's and HSU's
- Differing levels of leadership programming (extensive at some, nascent at others)
- See [www.leadershipstudy.net](http://www.leadershipstudy.net) for complete list

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 **2009 Enrolled Schools**

MULTI-INSTITUTIONAL STUDY OF LEADERSHIP

Alfred University	Oxford College	Pacific Lutheran University	University of West Florida
Alyson University	Anderson University	Regis University	University of Kansas
Arizona College	Arizona State University	Rider University	University of Kentucky
Appalachian State College	Appalachian State University	Robert Morris	University of Louisville
Arkansas Tech University	Arkansas State University	Saint Joseph's University	University of Maryland Eastern Shore
Baylor University	Arkansas State University	Saint Mary's University of San Antonio	University of Minnesota-Twin Cities
Bucknell University	Arkansas State University	Saint Peter's University	University of Nevada-Las Vegas
California Lutheran University	Arkansas State University	Saint Louis University	University of North Carolina-Asheville
California State University-	Arkansas State University	Saint Mary's University	University of North Carolina-Chapel Hill
Sacramento State	Loyola Marymount University	Saint Peter's University	University of North Carolina-Greensboro
Chapman University	Loyola Marymount University	Saint Paul University	University of North Carolina-Wilmington
College of the Holy Cross	Marist College	Saint Rose	University of Rochester
Colorado State University	Marquette University	SACU at Birmingham	University of San Diego
Colorado State University	Massachusetts College of Pharmacy and Health Sciences	SACU at Buffalo	University of San Francisco
Colorado State University-Pueblo	McMurry University	SACU at Denver	University of Scranton
Concordia University	McMurry University	SACU at Fort Worth	University of South Dakota
DePaul University	McMurry University	Tampa University	University of Tampa
Drexel University	McMurry University	Texas A & M University	University of Wisconsin-Eau Claire
Drexel University	McMurry University	Texas Christian University	University of Wisconsin-Madison
Duke University	McMurry University	University of Arizona	University of Wisconsin-Oshkosh
Emory University	McMurry University	University of Central Florida	University of Wisconsin-Stevens Point
Exeter College	McMurry University	University of Central Oklahoma	University of Wisconsin-Whitewater
Emory University	McMurry University	University of Chicago	Wabash College
Furman University	North Carolina Central University	University of Colorado at Boulder	Youngstown State University
Georgia Institute of Technology	North Carolina State University	University of Detroit Mercy	
Georgia Southern University	North Carolina State University	University of Illinois at Urbana-Champaign	
Georgia Tech	North Carolina State University		

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 **Methodology**

**Random Samples:**

- A random selection of undergraduate students from each institution (4,000 for Iowa) was invited to participate; total population was used for campuses with 4,000 or fewer students

**Comparative Sample:**

- Each institution was allowed to identify a second population (385 for Iowa) to serve as a comparison
  - e.g., Resident Assistants, Leadership Majors & Minors

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 **Methodology**

**Data Collection & Results**

- Standard data cleaning techniques were employed
- Findings were generated using descriptive and inferential statistical methods and summarized in final report for each institution
- Raw data was provided to schools for additional analyses

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 **University of Iowa**

## Select Findings

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 **Response Rates**

	Our Institution	Comparison Sample	National Sample
Invited	4384	385	338,732
Responded	701	162	95,320
Response rate	17.53%	42.19%	28.14%

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 **Demographics**

	Our Institution	National Sample
<b>Gender</b>		
Female	62.26%	64.55%
Male	37.74%	35.45%
<b>Class</b>		
Freshmen	18.13%	22.66%
Sophomore	21.78%	21.99%
Junior	25.73%	25.36%
Senior	34.36%	29.99%

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 **Demographics**

	Our Institution	National Sample
<b>Race/ethnicity</b>		
White/Caucasian	86.34%	72.7%
Middle-Eastern	*	.64%
African American/Black	*	5.38%
American Indian/Alaskan	*	.43%
Asian American/Asian	6.61%	7.72%
Latino/Hispanic	*	4.13%
Multiracial	3.82%	7.61%
Race/Ethnicity not included	*	1.38%

 **MULTI-INSTITUTIONAL STUDY OF LEADERSHIP**

### Other Demographics

	Our Institution	National Sample
Heterosexual	92.95%	92.98%
Bisexual, Gay/ Lesbian, Questioning	5.58%	4.63%
Traditional (under 24)	90.31%	88.66%
Non-Traditional (24 or older)	9.69%	11.34%
On-Campus	32.55%	49.46%
Off-Campus	67.45%	50.54%
Part-Time	6.86%	4.48%
Full-Time	94.15%	95.52%

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 **MULTI-INSTITUTIONAL STUDY OF LEADERSHIP**

### Leadership Comparisons

	Our Institution	Carnegie Peers	National Sample
Consciousness of Self	3.95	3.98	3.98
Congruence	4.10	4.15	4.15
Commitment	4.24	4.29	4.30
Collaboration	4.00	4.04	4.04
Common Purpose	3.95	4.00	4.00
Controversy with Civility	3.79	3.82	3.81
Citizenship	3.72*	3.82*	3.82*
Change	3.80	3.82	3.81
OMNIBUS SRLS (total score 8Cs)	3.91	3.96	3.96

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 **MULTI-INSTITUTIONAL STUDY OF LEADERSHIP**

### Iowa's Findings: Random vs. Comparison

	Random Sample	Comparison Sample
Consciousness of Self	3.95	4.16
Congruence	4.10	4.30
Commitment	4.24	4.41
Collaboration	4.00	4.19
Common Purpose	3.95	4.21
Controversy with Civility	3.79	3.95
Citizenship	3.72	4.15
Change	3.80	3.97
OMNIBUS SRLS (total score 8Cs)	3.91	4.14

Our comparative sample included: Student Leaders from classes, RAs, PLC, Fraternity and Sorority Life, etc.

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 **MULTI-INSTITUTIONAL STUDY OF LEADERSHIP**

### Iowa's Findings: Results by Class Standing

	First Year	Soph.	Junior	Senior
Consciousness of Self	3.96	3.81	3.96	4.02
Congruence	4.13	4.02	4.06	4.15
Commitment	4.28	4.19	4.20	4.29
Collaboration	4.05	3.93	3.97	4.04
Common Purpose	3.95	3.90	3.93	4.00
Controversy with Civility	3.78	3.74	3.81	3.83
Citizenship	3.70	3.69	3.72	3.76
Change	3.78	3.72*	3.78	3.87#
OMNIBUS SRLS (total score 8Cs)	3.92	3.85	3.90	3.96

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 **MULTI-INSTITUTIONAL STUDY OF LEADERSHIP**

### Iowa's Findings: Results by Gender

	Female	Male
Consciousness of Self	3.94	3.94
Congruence	4.16	4.03
Commitment	4.30	4.18
Collaboration	4.04	3.94
Common Purpose	3.99	3.91
Controversy with Civility	3.80	3.78
Citizenship	3.82	3.60
Change	3.79	3.81
OMNIBUS SRLS (total score 8Cs)	3.95	3.87

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 **MULTI-INSTITUTIONAL STUDY OF LEADERSHIP**

### Iowa's Findings: Results by Sexual Identity

	Heterosexual	Gay, Lesbian, Bisexual
Consciousness of Self	3.94	4.00
Congruence	4.10	4.09
Commitment	4.23	4.38
Common Purpose	4.00	3.98
Collaboration	3.96	3.91
Controversy with Civility	3.79	3.90
Citizenship	3.72	3.77
Change	3.80	3.80
OMNIBUS SRLS (total score 8Cs)	3.91	3.95

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LEADERSHIP

Iowa's Findings: Results by Race/Ethnicity

	White	Middle Eastern	Black	Am. Indian	Asian	Latino	Multi
Consciousness of Self	3.96*				3.74#		3.91
Congruence	4.11				3.96		4.07
Commitment	4.26				4.11		4.19
Collaboration	4.00				4.02		3.93
Common Purpose	3.95				3.97		3.92
Controversy w/Civility	3.81				3.69		3.73
Citizenship	3.71				3.94		3.69
Change	3.80				3.76		3.80
OMNIBUS SRLS (total score 8Cs)	3.92				3.88		3.88

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Iowa's Findings: Results by Residence

	Off-campus	Res. Hall	Fraternity Or Sorority
Consciousness of Self	3.96	3.90	3.91
Congruence	4.09	4.10	4.16
Commitment	4.22	4.26	4.27
Collaboration	4.00	3.99	4.02
Common Purpose	3.95	3.94	4.02
Controversy w/Civility	3.80	3.77	3.71
Citizenship	3.71	3.72	3.83
Change	3.80	3.76	3.75
OMNIBUS SRLS (total score 8Cs)	3.91	3.90	3.93

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LEADERSHIP

Iowa's Findings: Results by Organizational Involvement

	Never	One Time	Sometimes	Many Times	Much of the Time
Consciousness of Self	3.87	3.93	3.89	4.04	4.02
Congruence	4.03	4.06	4.05	4.19	4.18
Commitment	4.13	4.22	4.20*	4.31	4.36#
Collaboration	3.85	3.97	3.97	4.10	4.12
Common Purpose	3.76	3.92	3.93	4.10	4.08
Controversy with Civility	3.71	3.80	3.76	3.83	3.88
Citizenship	3.38	3.62	3.70	3.93	4.01
Change	3.69	3.76	3.78	3.83	3.91
OMNIBUS SRLS (total score 8Cs)	3.77	3.88	3.88	4.01	4.05

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MULTI-INSTITUTIONAL STUDY OF  
LEADERSHIP

Iowa's Findings: Results by Holding a Leadership Position

	Never	One Time	Sometimes	Many Times	Much of the Time
Consciousness of Self	3.93	3.81	3.89	3.99	4.17
Congruence	4.08	3.97	4.05	4.18	4.31
Commitment	4.23	4.14	4.19	4.25	4.44
Collaboration	3.97	3.84	3.98	4.10	4.23
Common Purpose	3.90	3.90	3.92	4.10	4.20
Controversy with Civility	3.78	3.71	3.76	3.80	3.97
Citizenship	3.60	3.73	3.78	3.95	4.19
Change	3.77	3.71	3.73	3.82	4.07
OMNIBUS SRLS (total score 8Cs)	3.87	3.83	3.89	4.00	4.17

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LEADERSHIP

Iowa's Findings: Results by Study Abroad Experience

	Studied Abroad	Did Not Study Abroad
Consciousness of Self	3.93	3.95
Congruence	4.12	4.10
Commitment	4.21	4.25
Collaboration	4.05	3.99
Common Purpose	3.98	3.95
Controversy with Civility	3.90	3.78
Citizenship	3.95	3.69
Change	3.93	3.78
OMNIBUS SRLS (total score 8Cs)	3.99	3.90

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LEADERSHIP

Iowa's Findings: Results by Internship Experience

	Internship	No Internship
Consciousness of Self	4.01	3.91
Congruence	4.16	4.07
Commitment	4.30	4.21
Collaboration	4.08	3.95
Common Purpose	4.04	3.90
Controversy with Civility	3.83	3.77
Citizenship	3.89	3.64
Change	3.68	3.75
OMNIBUS SRLS (total score 8Cs)	3.99	3.87

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**LEADERSHIP**

Iowa's Findings: Results by  
Participating in a First-year  
Seminar Course

	Had a First-Year Seminar Course	Did Not Have a First-Year Seminar Course
Consciousness of Self	3.98	3.92
Congruence	4.18	4.05
Commitment	4.28	4.22
Collaboration	4.03	3.98
Common Purpose	4.02	3.91
Controversy with Civility	3.83	3.77
Citizenship	3.79	3.68
Change	3.85	3.76
OMNIBUS SRLS (total score 8Cs)	3.96	3.88

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**LEADERSHIP**

Iowa's Findings: Results by  
Participation in Community Service

	Yes	No
Consciousness of Self	3.98	3.92
Congruence	4.16	4.06
Commitment	4.30	4.20
Collaboration	4.07	3.95
Common Purpose	4.05	3.89
Controversy with Civility	3.84	3.76
Citizenship	4.03	3.63
Change	3.85	3.76
OMNIBUS SRLS (total score 8Cs)	4.01	3.85

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**LEADERSHIP**

Recommendations from MSL

1. Discuss Socio-Cultural Issues Everywhere
2. Get Students Involved in at Least One Organization
3. Get Students to at Least One Leadership Program
4. Decentralize Leadership Programs
5. Focus on Members not Just Positional Leaders

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**LEADERSHIP**

Recommendations Cont.

6. Discourage Too Much Breadth in Involvement
7. Develop Mentoring Relationships
8. Design Distinct Programs for Specific Groups
9. Align Students' Self-Perceptions of Leadership Competence and Confidence
10. Build Bridges with K-12 Educators

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**LEADERSHIP**

Discussion

What does this data tell us about . . .

- Our Iowa's students?
- Our Iowa's leadership programs?
- Our Iowa's culture?
- Our Iowa's values and mission?
- Our Iowas' strengths and weaknesses?
- Our Iowa's future strategies?

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## Appendix IV.

## **Shared UI Leadership Program Objectives**

The University of Iowa  
Leadership Coordinating Council

Leadership experiences during college can take on many forms. It might include academic course work, involvement in a club or organization, retreats, conferences, workshops, professional/career development, etc. Each leadership program at The University of Iowa varies in its scope, framework, content and goals. Therefore, the objectives for each program may vary but as a result of these collective experiences, a student participating in leadership opportunities at The University of Iowa may:

1. Expand their understanding of themselves (consciousness of self) and their own strengths and areas of improvement;
2. Develop an understanding of their personal values/ethics and how integrity is a crucial part of leadership, and learn to "live" their values (congruence);
3. Gain increased confidence and competence in their own leadership skills and abilities and use these skills to engage in a leadership experience (commitment);
4. Recognize the importance of having a vision/goal and enlisting others towards that purpose through use of their interpersonal skills;
5. Understand the importance of collaborating with others and applying leadership in various settings;
6. Gain knowledge of strategies used to handle challenging situations and controversy;
7. Understand what it means to be a responsible citizen, which includes a lifelong commitment to service;
8. Learn to take action to create positive change on campus, in their community and/or the world;
9. Increase cultural competency by accepting, respecting and valuing difference, and expanding their global leadership skills and their understanding of the implications of living in a global society;
10. Have a better understanding of different personal identities and leadership styles;
11. Will learn the skills of time management, communication, organization, professionalism and networking; and
12. Be able to articulate and market their skills for future employers and experiences.

Name of Program	Sponsoring Department/School	Target Audience/Major	Year (Phase List)	Description	Time of Year	Contact Person	How do I get more information?	Is there a cost?	Length of program	Can of participation?	Commitment level	Commitment to program	Self-governance	Skills	Market
							(email & phone #)				Convenience	Convenience	Convenience	Cultural sensitivity	Iconic
Leadership Resources Center	Office of Student Life	Any Student Leader		Leadership Resources Center	Summer	Tara Egan	By calling OSL (319.332.2059) or going online @ <a href="http://iowa.uiowa.edu/leadershipcenter/photonet">http://iowa.uiowa.edu/leadershipcenter/photonet</a>	No	On-going	-	-	-	-	+ + + + +	-
Student Leadership Institute	Office of Student Life	Student Leaders from Various Organizations		The Student Leadership Institute (SLI) is a leadership development program designed to prepare student leaders to serve as role models and mentors to their peers. Participants are selected based on their demonstrated leadership potential and are required to commit to attending all three SLI modules. Participants are exposed to leadership concepts, networking opportunities, transforming environments, individual and group development, and opportunities to demonstrate their leadership skills at Iowa State.	Summer	Tara Egan	By calling OSL (319.332.2059) or going online @ <a href="http://iowa.uiowa.edu/leadershipcenter/photonet">http://iowa.uiowa.edu/leadershipcenter/photonet</a> , e-mail/tel: 319.332-2059	No	Weekend	+ + + + +	+ + + + +	+ + + + +	-		
Ivy League Intercultural and International Student Summit	Office of Student Life	International and International Students		Ivy League Intercultural and International Student Summit is a two-day overnight summit for international students. The summit is designed to introduce international students to the University of Iowa and its culture. Participants will have the opportunity to learn about various cultures and traditions, as well as the challenges and opportunities of living in the United States. Participants will also have the chance to meet other international students and exchange ideas and experiences.	Spring	Kathleen Deitsch	By calling OSL (319.332.2059)	No	Weekend	+ + + + +	+ + + + +	+ + + + +	+ + + + +	-	
Leadership Development Conference	Office of Student Life	Any Student Leader		The Leadership Development Conference is the annual event for undergraduate student leaders across the country. The conference provides leadership training and networking opportunities for all students. A variety of general topics are addressed to provide students with the opportunity to learn about numerous leadership topics. Other session topics include: learning effective communication, leadership styles, team building, decision making, and time and stress management.	fall	Tara Egan	By calling OSL (319.332.2059) or going online @ <a href="http://iowa.uiowa.edu/leadershipcenter/photonet">http://iowa.uiowa.edu/leadershipcenter/photonet</a>	No	1 Day	+ + + + +	+ + + + +	+ + + + +	-		
Leadership	Office of Student Life	Freshmen, Sophomore, Junior, Senior		Leadership Freshmen, Sophomore, Junior, Senior		Kathy Jo Klemes	By calling OSL (319.332.2059) or going online @ <a href="http://iowa.uiowa.edu/leadershipcenter/photonet">http://iowa.uiowa.edu/leadershipcenter/photonet</a>	No	1 Day	+ + + + +	+ + + + +	+ + + + +	+ + + + +	-	
Leadership Development Service	Office of Student Life	Any Student Leader		Leadership Freshmen, Sophomore, Junior, Senior, Graduate, and Graduate Students		Walter Grawe	By calling OSL (319.332.2059) or going online @ <a href="http://iowa.uiowa.edu/leadershipcenter/photonet">http://iowa.uiowa.edu/leadershipcenter/photonet</a>	No	1 Day	+ + + + +	+ + + + +	+ + + + +	+ + + + +	-	
Implementation to Leadership Class	Office of Student Life	Leadership Freshmen		Implementation to Leadership Freshmen is a leadership development program that provides participants with the tools to become better leaders. The program focuses on developing leadership skills, such as communication, critical thinking, and problem solving, as well as increasing their commitment to respecting the dignity and contributions of all people. It emphasizes the belief in a leader's ability to lead and the importance of leadership capability to produce exemplary results.	fall	Tara Egan	By calling OSL (319.332.2059) or going online @ <a href="http://iowa.uiowa.edu/leadershipcenter/photonet">http://iowa.uiowa.edu/leadershipcenter/photonet</a>	No	1 Day	+ + + + +	+ + + + +	+ + + + +	+ + + + +	-	
Partnership Student Leadership and Service Awards	Office of Student Life	Any Student Leader		Partnership Student Leadership and Service Awards	fall	Tara Egan	By calling OSL (319.332.2059) or going online @ <a href="http://iowa.uiowa.edu/leadershipcenter/photonet">http://iowa.uiowa.edu/leadershipcenter/photonet</a>	No	1 Day	+ + + + +	+ + + + +	+ + + + +	+ + + + +	-	
Partnership Leadership Development Class	Office of Student Life	Any Student Leader		Partnership Leadership Development Class	fall	Tara Egan	By calling OSL (319.332.2059) or going online @ <a href="http://iowa.uiowa.edu/leadershipcenter/photonet">http://iowa.uiowa.edu/leadershipcenter/photonet</a>	No	1 Day	+ + + + +	+ + + + +	+ + + + +	+ + + + +	-	
Advanced Leadership Lab	Office of Student Life	Freshmen, Sophomore, Junior, Senior		Advanced Leadership Lab	fall	Tara Egan	By calling OSL (319.332.2059) or going online @ <a href="http://iowa.uiowa.edu/leadershipcenter/photonet">http://iowa.uiowa.edu/leadershipcenter/photonet</a>	No	1 Day	+ + + + +	+ + + + +	+ + + + +	+ + + + +	-	
Leadership and Diversity in Engineering Majors	College of Engineering	Open to All Majors with prior approval from advisor		Leadership and Diversity in Engineering Majors	fall	Kathy Jo Klemes	By calling OSL (319.332.2059) or going online @ <a href="http://iowa.uiowa.edu/leadershipcenter/photonet">http://iowa.uiowa.edu/leadershipcenter/photonet</a>	No	1 Day	+ + + + +	+ + + + +	+ + + + +	+ + + + +	-	



Hall Association	University Housing Residence Life	Students who are in residence hall government	Although residence hall associations (NACLT) is required, all students are urged to live in their residence hall. Students with disabilities may request accommodations from the Office of Student Accessibility Services (SAS) to live off-campus.	No	In Hall Only
UI LEAD (Leadership, Assessment, and Development)	Organizational Leadership, Unit of University Human Resources	All Student Leaders (Any Major)	Students in residence halls are encouraged to have a leadership role in residence hall government. Students with disabilities may participate in residence hall government.	No	-
Professional Development Workshops	Organizational Development, Unit of University Human Resources	Student Leaders (Any Major)	Professional development classes, such as Effective Presentations, are offered by the Office of Organizational Development. Students with disabilities may request accommodations from the Office of Student Accessibility Services (SAS) to receive assistance with presentation skills.	No	-
Leadership Studies Classes	Air Force ROTC	All Interdisciplinary Majors	Students in residence halls are encouraged to have a leadership role in residence hall government. Students with disabilities may request accommodations from the Office of Student Accessibility Services (SAS) to receive assistance with presentation skills.	No	-
College of Engineering Student Leadership Institute	Caterpillar College of Engineering	Any Engineering or Business Student	Students in residence halls are encouraged to have a leadership role in residence hall government. Students with disabilities may request accommodations from the Office of Student Accessibility Services (SAS) to receive assistance with presentation skills.	No	-
Residing Diversity: A Training Program for Student Leaders	Caterpillar College of Engineering	Office of International Programs Students. Offered in collaboration with CISL, ECO, UCSI, OSA, and others	Students in residence halls are encouraged to have a leadership role in residence hall government. Students with disabilities may request accommodations from the Office of Student Accessibility Services (SAS) to receive assistance with presentation skills.	No	-
International Student Orientation Staff Group Leader	Office of International Students and Scholars	All Students (including international students)	Students in residence halls are encouraged to have a leadership role in residence hall government. Students with disabilities may request accommodations from the Office of Student Accessibility Services (SAS) to receive assistance with presentation skills.	No	-
Business Student Ambassadors	Undergraduate Program Office, Toste College of Business	Admitted Toste College of Business Students	Students in residence halls are encouraged to have a leadership role in residence hall government. Students with disabilities may request accommodations from the Office of Student Accessibility Services (SAS) to receive assistance with presentation skills.	No	-
Triple Student Leadership Awards	Undergraduate Program Office, Toste College of Business	Admitted Toste College of Business Students and members of business student organizations	Students in residence halls are encouraged to have a leadership role in residence hall government. Students with disabilities may request accommodations from the Office of Student Accessibility Services (SAS) to receive assistance with presentation skills.	No	-
Leadership Certificate Program	Housed in University College, Administration of Performance Center	All Undergraduate Students	Students in residence halls are encouraged to have a leadership role in residence hall government. Students with disabilities may request accommodations from the Office of Student Accessibility Services (SAS) to receive assistance with presentation skills.	No	-
Java Student Advisor Admin Committee (RAAC)	Athletics Student Services Dept of Intercollegiate Athletics	2 Student Athletes from each sport supported by their respective coaches or selected by their coaches that serve 1 academic year	Students in residence halls are encouraged to have a leadership role in residence hall government. Students with disabilities may request accommodations from the Office of Student Accessibility Services (SAS) to receive assistance with presentation skills.	No	-
Homeaway PRIDE	Athletics Student Services Dept of Intercollegiate Athletics and ISAC	Student Athlete Participants from all sports	Students in residence halls are encouraged to have a leadership role in residence hall government. Students with disabilities may request accommodations from the Office of Student Accessibility Services (SAS) to receive assistance with presentation skills.	No	-
Student Athlete	Athletics Student Services Dept of Intercollegiate Athletics & Variety Club	Intercollegiate Athletes, Big Ten Conference, NCAA, AAU Athletes	Students in residence halls are encouraged to have a leadership role in residence hall government. Students with disabilities may request accommodations from the Office of Student Accessibility Services (SAS) to receive assistance with presentation skills.	No	-



## Appendix V.

# SRLS ONLINE



## Custom Report of Assessment Results for **Scott Q. Crawford**

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<i>The Social Change Model's central principles—social responsibility and change for the common good—are assessed through eight core values that describe a student's level of self-awareness and ability to work with others. Details on each of these values follow your results, to help you make better use of this assessment.</i>	
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## SRLSonline Research Team



**Center for Student Studies**  
The Center for Student Studies (CSS) provides the expertise in survey design and execution for SRLSonline and MSL. CSS is an industry leader in higher-education studies, combining an evidence-based approach to survey design with a specialized knowledge of students' behavior to execute top-quality research. CSS currently offers research studies evaluating leadership, mental health, residential programs, substance use, and other issues affecting student life.

[www.studentstudies.com](http://www.studentstudies.com)



**National Clearinghouse for Leadership Programs**  
The National Clearinghouse for Leadership Programs (NCLP), through the development of cutting-edge resources, information sharing, and symposia, supports leadership development in college students by serving as a central source of professional development for leadership educators. NCLP also works to connect leadership educators to one another and support those developing leadership programs in their communities. NCLP is supported and located in the Adele H. Stamp Student Union at the University of Maryland.

[www.nclp.umd.edu](http://www.nclp.umd.edu)



**Multi-Institutional Study of Leadership**  
The Multi-institutional Study of Leadership (MSL) is an annual, national survey of leadership development among college students. It explores the role of higher education in developing leadership capacities, with a special focus on specific environmental conditions that foster leadership development. MSL is a partnership of the National Clearinghouse for Leadership Programs, Survey Sciences Group, and the Center for Student Studies, with additional financial support from the C. Charles Jackson Foundation, and participating institutions.

[www.leadershipstudy.net](http://www.leadershipstudy.net)

# About SRLS<sub>online</sub>

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## The Study in Brief

The Socially Responsible Leadership Scale (SRLS) is a set of statistically valid and reliable scales designed by leadership educators. It measures the eight values of the Social Change Model (SCM) of Leadership Development.

SRLS<sub>online</sub> identifies and measures leadership capacities for research, assessment, and education. Four types of licenses provide options for surveying individuals, groups, and large institutions—and for incorporating the scales into a larger instrument.

SRLS<sub>online</sub> is a partnership of the National Clearinghouse for Leadership Programs, Adele H. Stamp Student Union (University of Maryland), Survey Sciences Group, and the Center for Student Studies.

## History of the Study

In the early 1990s, leadership educators gathered to create a model of college student leadership that focused on social change. They conceived of the Social Change Model (SCM) of Leadership Development.

Using SCM as a base, Tracy Tyree designed an instrument to measure the eight values of the model for her dissertation at the University of Maryland, College Park in 1998. The purpose of Tyree's study was to develop an instrument that measures a process of socially responsible leadership for college students, while operationalizing SCM.

The Socially Responsible Leadership Scale (SRLS) emerged from Tyree's research. Through rigorous design including tests for content validity and a pilot study, the initial SRLS was a 104-item survey that measured the eight values of the Social Change Model.

Several years later, Cara Appel-Silbaugh revised the original instrument to reduce the number of questions, while retaining reliability and validity. This version is referred to as SRLS-R.

In 2005, John Dugan further revised the instrument. SRLS-R2 is a 68-item version of the original instrument and is used in SRLS<sub>online</sub> and as the core of the Multi-Institutional Study of Leadership 2006 (MSL 2006).

## MSL 2006

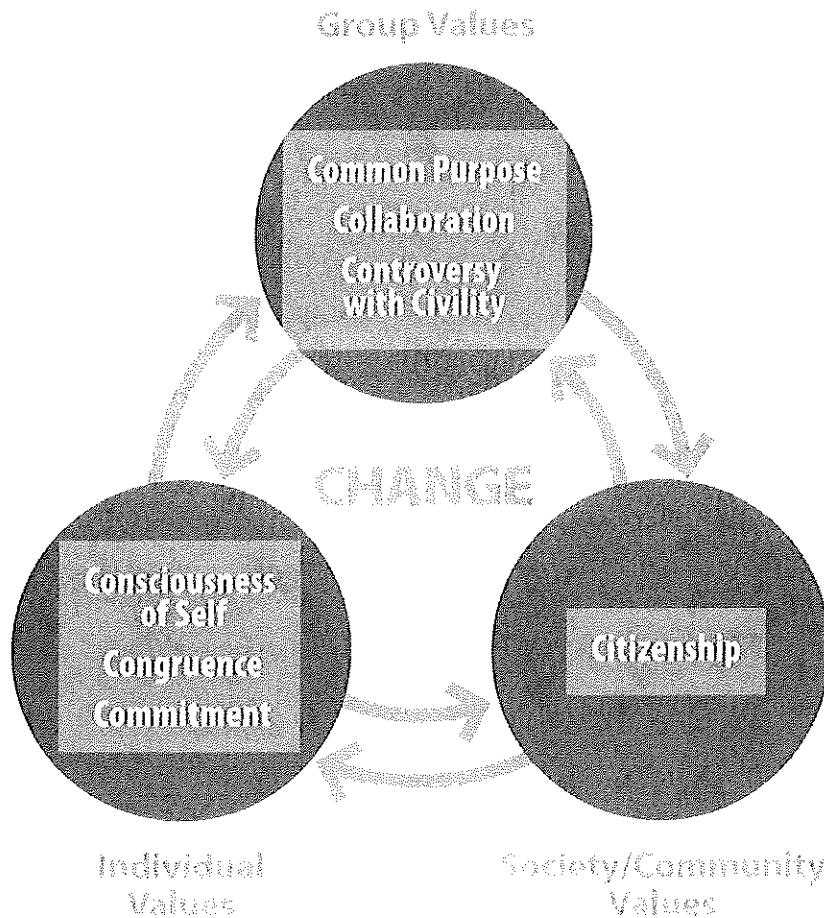
The Multi-Institutional Study of Leadership (MSL) is an annual, national survey of leadership development among college students. John Dugan serves as the study PI, with Susan Komives and Julie Owen as co-PI's. It explores the role of higher education in developing leadership capacities with a special focus on specific environmental conditions that foster leadership development. The first iteration of the MSL was administered in the spring of 2006 and included more than 60,000 participants across 52 institutions of higher education. The benchmark data for the SRLS<sub>online</sub> consists of the responses to the SRLS-R2, as administered within the MSL 2006.

MSL is one of largest studies of college student leadership to date and was further significant for its use of theoretically grounded measures. The national data informed a number of articles and reports that illustrated the current status of leadership development and offered evidence-based strategies to enhance outcomes. In addition to their institutional data, participating institutions received customized reports summarizing the findings on their campuses.

For more information about the MSL, please go to:

[www.leadershipstudy.net](http://www.leadershipstudy.net).

# SRLSonline's Foundation: The Social Change Model of Leadership Development



The Socially Responsible Leadership Scale (SRLS) measures a person's leadership capacities based on the eight core values of the Social Change Model (SCM) of Leadership Development. SCM was developed by a team of leadership educators led by principal investigators Alexander and Helen Astin.

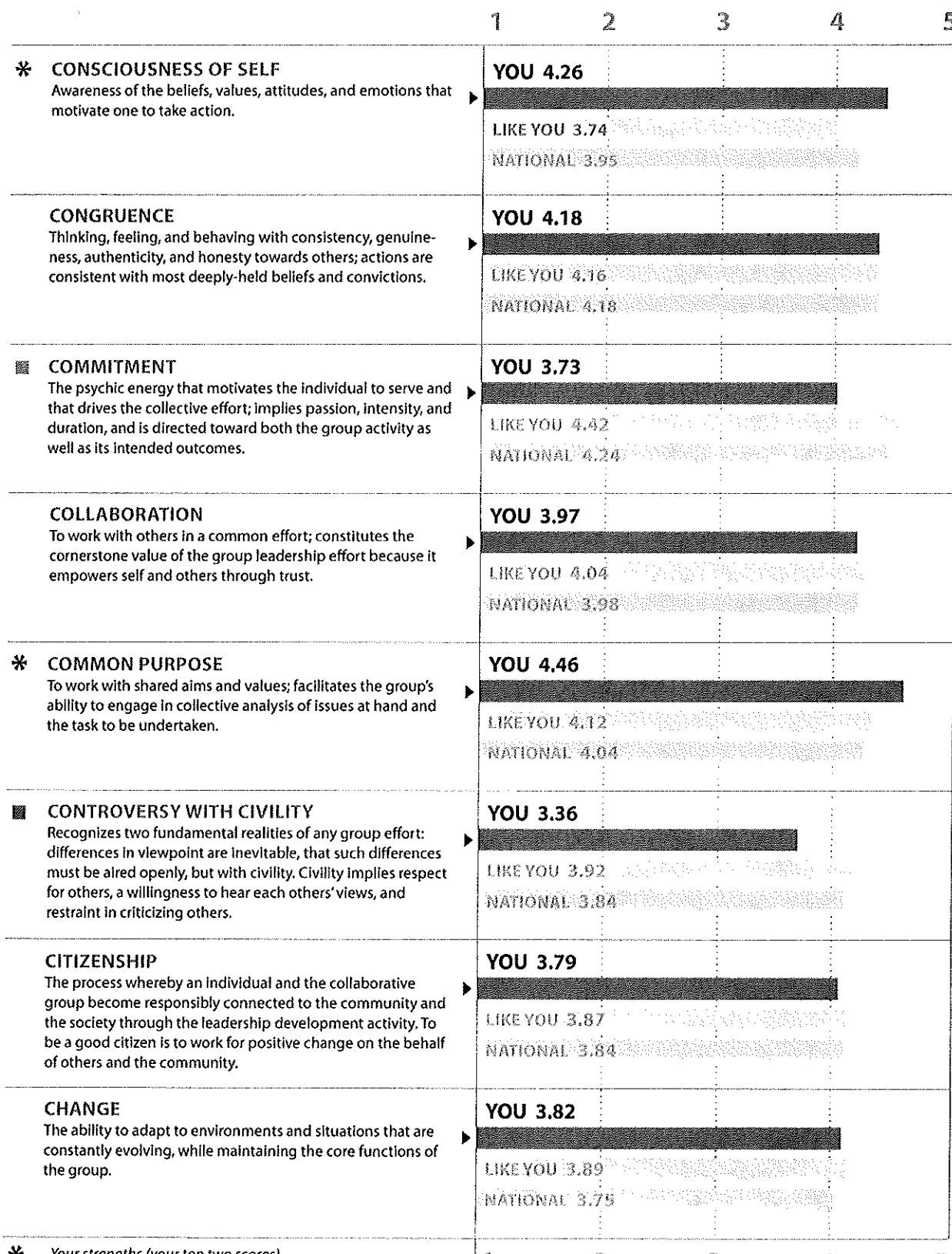
SCM describes leadership as a purposeful, collaborative, and values-driven process, instead of a title or a position. A key assumption of SCM is that the ultimate goal of leadership is positive social change. In this context, a "leader" is anyone who wants to work with others to make a difference.

The team that developed SCM concluded that student leaders must have and live by the eight core leadership values shown in the diagram above to achieve the mutual trust, common goals, and true collaboration needed to effect social change.

Seven of these values are organized into the three levels of study shown in the diagram above. Their dynamic interplay results in change for the common good, the eighth critical value.

# SUMMARY YOUR 9 SCORES

**SRLS**  
ONLINE

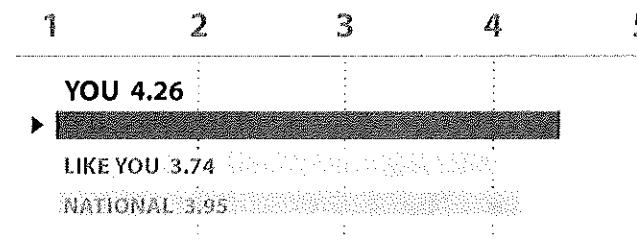


The Like You scores come from respondents who share your primary demographic characteristics (gender and race/ethnicity).

# Consciousness of Self

Being self-aware of the beliefs, values, attitudes, and emotions that motivate one to take action.

## YOUR SCORE



This is one of  
your strengths

### What This Means

Individuals who demonstrate Consciousness of Self know their values, their strengths, and their areas of growth. Consciousness of Self helps people manage their emotions, with an awareness of "triggers" or hot buttons that they can better address in any situation.

Below are helpful resources if you want to improve in this area or learn more about Consciousness of Self.

### RESOURCES FOR IMPROVEMENT

#### Assessment Tools

The **Johari window** is a cognitive psychological tool used to help people better understand their interpersonal communication and relationships.

For more information, visit:

[http://en.wikipedia.org/wiki/Johari\\_window](http://en.wikipedia.org/wiki/Johari_window).

For an interactive tool, visit:

[www.kevan.org/johari](http://www.kevan.org/johari)

Many personality assessments—such as the **Myers-Briggs Type Indicator (MBTI)**, **DiSC**, **Strengthsquest**, or the **Kelsey Temperament Sorter**—will aid you in understanding more about who you are and how you behave.

#### Tips

Ask your friends and family to give you honest feedback and hear them out. If you sense some common themes from those close to you, try to address them in everyday life.

Create a list of what is most important to you in life, your values, and your triggers. Remind yourself of these daily.

#### Books and Articles

Avolio, B. J., & Gardner, W. L. (2005). Authentic leadership development: Getting to the root of positive forms of leadership. *The Leadership Quarterly*, 16, 315-338.

Fincher, J. (2009). Consciousness of self. In S.R. Komives, W. Wagner, & Associates, *Leadership for a better world* (pp. 299-334). San Francisco: Jossey-Bass.

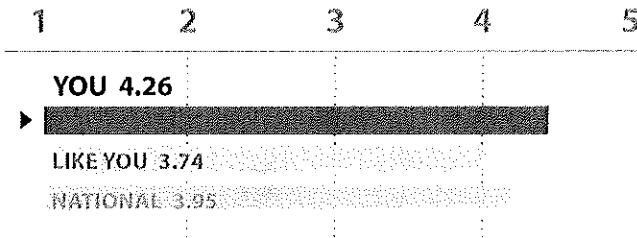
Komives, S.R., Lucas, N., & McMahon, T.R. (2007). *Exploring leadership* (2nd Ed.). San Francisco: Jossey-Bass.

Shankman, M. L. & Allen, S.J. (2008). *Emotionally intelligent leadership*. San Francisco: Jossey-Bass.

# Congruence

**Acting in ways that are consistent with one's values and beliefs. Thinking, feeling, and behaving with consistency, genuineness, authenticity, and honesty toward others.**

## YOUR SCORE



This is an opportunity for growth.

### What This Means

People who demonstrate Congruence walk the talk. They live their values and lead by example. Congruent people are role models, are not afraid to stand up for what they believe in, and are reliable individuals.

Below are helpful resources if you want to improve in this area or learn more about Congruence.

### RESOURCES FOR IMPROVEMENT

#### Tips

Create a list of what you value in life and look at your calendar. Is how you spend your time consistent with what you express as your values?

Ask friends and family what they believe you value based on your actions and behaviors, work to make their view consistent with your own.

#### Books and Articles

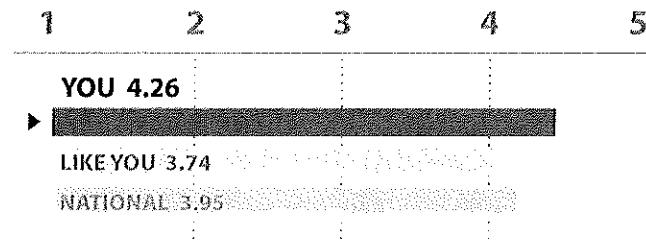
Heifetz, R.A. (1994). *Leadership without easy answers*. Cambridge, MA: Harvard University Press.

Shalka, T.R. (2009). Congruence. In S.R. Komives, W. Wagner, & Associates, *Leadership for a better world* (pp. 335-364). San Francisco: Jossey-Bass.

# Commitment

**Having a 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.**

## YOUR SCORE



This is one of  
your strengths

### What This Means

Commitment indicates a high depth of involvement in a few organizations, activities, or causes. Committed people demonstrate follow-through, are reliable, and are extremely important to groups and organizations. Commitment develops over time.

Below are helpful resources if you want to improve in this area or learn more about Commitment.

### RESOURCES FOR IMPROVEMENT

#### Tips

Consider your involvements by examining how you spend your time. Do you have activities or organizations to which you are deeply committed? Ask yourself why or why not.

Time management workshops and Websites offer helpful advice that aid in creating commitment opportunities. Look for these kinds of workshops in your local community or university.

Identify your passions in life. Ask friends and family to help you think about what motivates you and what passions guide your life.

#### Books and Articles

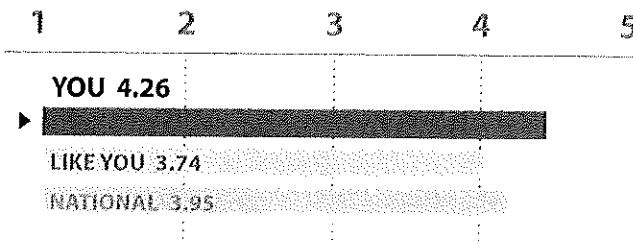
Kerkhoff, A.M. & Ostick, D.T. (2009). Commitment. In S.R. Komives, W. Wagner, & Associates, *Leadership for a better world* (pp. 365-391). San Francisco: Jossey-Bass.

Parks Daloz, L.A., Keen, C.H., Keen, J.P., & Daloz Parks, S. (1996). *Common fire: Lives of commitment in a complex world*. Boston: Beacon Press.

# Collaboration

**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.**

## YOUR SCORE



This is an opportunity for growth.

### What This Means

Collaboration allows groups to work smarter collectively and supports the idea that many of us are better than one of us. True Collaboration involves others and leads to compromise and accommodation. Collaboration is sometimes harder than completing a project solo, but the end result is typically much

improved when more individuals are involved. Consensus decision-making empowers others and creates more support throughout an organization. Below are helpful resources if you want to improve in this area or learn more about Collaboration.

### RESOURCES FOR IMPROVEMENT

#### Tips

Consider a project or cause on which you are working. Create a list of stakeholders and collaborators who are affected by and engaged in the project. Consult with the collaborators to see how they feel about the project, and listen to what they say.

Next time you have to make a decision, consult with others and try to incorporate their suggestions.

#### Books and Articles

Chrislip, D.D., & Larson, C.E. (1994). *Collaborative leadership*. San Francisco: Jossey-Bass.

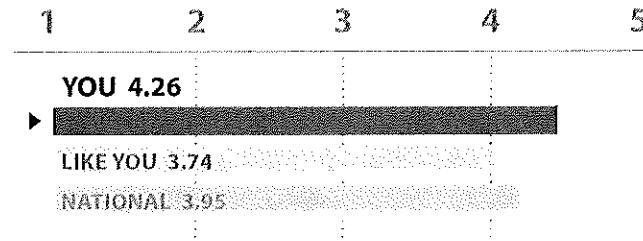
England, J. (2009). In S.R. Komives, W. Wagner, & Associates, *Leadership for a better world* (pp. 195-235). San Francisco: Jossey-Bass.

Kouzes, J.M. & Posner, B.Z. (2003). *The leadership challenge* (4th Ed.). San Francisco: Jossey-Bass.

# Common Purpose

**Having shared aims and values. Involving others in building a group's vision and purpose.**

## YOUR SCORE



### What This Means

Groups and organizations that exhibit a Common Purpose are working towards a similar goal. They are on the same page and are working toward a shared vision. A Common Purpose helps groups stay on track and allows group members to align their goals with a larger purpose. A Common Purpose does not mean that the process of accomplishing the goal has

to be done in the same way, but rather that the end goal is the same. Groups with a Common Purpose demonstrate synergy, are more effective, and have higher morale.

Below are helpful resources if you want to improve in this area or learn more about Common Purpose.

### RESOURCES FOR IMPROVEMENT

#### Tips

Consider a group or organization of which you are a part. Ask each member to write down what they believe to be the purpose of the organization. Then, exchange notes and compare. If there are drastic differences in viewpoints, consider creating a new mission.

Post your organization's mission and vision in a visible, shared location. This is a reminder of the purpose of the group.

#### Books and Articles

Kouzes, J.M. & Posner, B.Z. (2003). *The leadership challenge* (4th Ed.). San Francisco: Jossey-Bass.

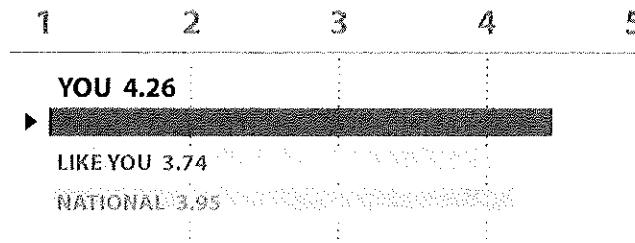
Senge, P. E. (1998). The leader's new work: Building learning organizations. In Hickman, G. R. (ed.), *Leading organizations: Perspectives for a new era* (pp. 439-457). Thousand Oaks, CA: Sage Publications.

Teh, A. (2009). Common purpose. In S.R. Komives, W. Wagner, & Associates, *Leadership for a better world* (pp. 237-262). San Francisco: Jossey-Bass.

# Controversy with Civility

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.

## YOUR SCORE



### What This Means

Disagreements are inevitable in a group, and conflict is often perceived as negative. Controversy with Civility, however, acknowledges the important role diverse opinions play in moving a group forward and advancing the status quo. Controversy with Civility helps a group avoid "groupthink" and is a catalyst

for change. Controversy with Civility requires a safe environment built on respect and allows all voices to be heard.

Below are helpful resources if you want to improve in this area or learn more about Controversy with Civility.

### RESOURCES FOR IMPROVEMENT

#### Assessment Tools

The **Thomas-Kilmann Conflict Mode Instrument** is a useful tool for groups to better understand how individuals manage conflict and work towards resolution. For more information, visit:

<https://www.cpp.com/products/tki/index.aspx>

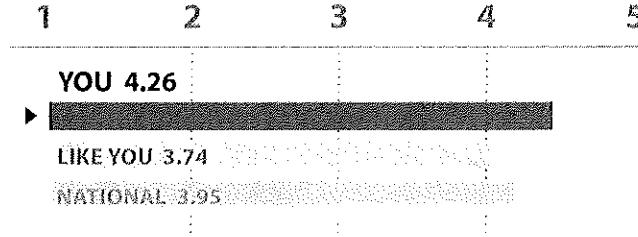
#### Books and Articles

Alvarez, C. (2009). Controversy with civility. In S.R. Komives, W. Wagner, & Associates, *Leadership for a better world* (pp. 263-292). San Francisco: Jossey-Bass.

# Citizenship

**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.**

## YOUR SCORE



### What This Means

Citizenship means more than voting and a passport—in this model, Citizenship really means stewardship, or seeing yourself as part of something larger.

Involvement in change and a commitment to making a difference are hallmarks of Citizenship. Awareness of local, national, and global news also contributes to

Citizenship. Even more than awareness is engaging with news events in a critical way and doing something to make the world a better place.

Below are helpful resources if you want to improve in this area or learn more about Citizenship.

### RESOURCES FOR IMPROVEMENT

#### Tips

Find a cause about which you are passionate and find ways to get involved to make a difference.

#### Books and Articles

Bonnet, J. (2009). Citizenship. In S.R. Komives, W. Wagner, & Associates, *Leadership for a better world* (pp. 149-189). San Francisco: Jossey-Bass.

Bornstein, D. (2007). *How to change the world: Social entrepreneurs and the power of new ideas*. New York: Oxford University Press.

Carducci, R. & Rhoads, R.A. (2005, November/December). Of minds and media: Teaching critical citizenship to the plugged-in generation. *About Campus*, 10, 2-9.

Erickson, G. (2004). *Raising the bar: Integrity and passion in life and business*. San Francisco: Jossey-Bass.

Komives, S.R., Lucas, N., & McMahon, T.R. (2007). *Exploring leadership* (2nd Ed.). San Francisco: Jossey-Bass.

Nicholls, A. (Ed.). (2006). *Social entrepreneurship: New models of sustainable social change*. Oxford: Oxford University Press.

Putnam, R.D. (2000). *Bowling alone: The collapse and revival of American community*. New York: Simon & Schuster.

#### Other Media

PBS created a documentary on everyday heroes and social entrepreneurs. The videos provide inspiration and show how one person can make a difference. For more information, visit:

[www.pbs.org/opb/thenewheroes/whatis/](http://www.pbs.org/opb/thenewheroes/whatis/)

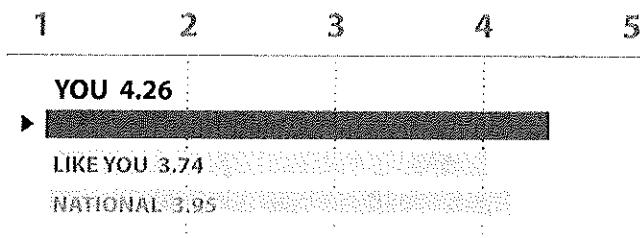
Ashoka provides an overview and diverse examples of social entrepreneurs in the U.S. and internationally. For more information, visit:

[www.ashoka.org/fellows/social\\_entrepreneur.cfm](http://www.ashoka.org/fellows/social_entrepreneur.cfm)

# Change

A key assumption of the Social Change Model is that the ultimate goal of leadership is positive social change. Change is at the hub of SCM, which is grounded in the belief in the importance of making a better world and a better society for oneself and others.

## YOUR SCORE



### What This Means

This measure indicates an individuals' comfort (or discomfort) with transition and Change. Individuals who are adaptable, flexible, and more comfortable with Change demonstrate leadership in these dynamic and ever-changing times.

Below are helpful resources if you want to improve in this area or learn more about Change.

## RESOURCES FOR IMPROVEMENT

### Tips

Find opportunities to step outside of your comfort zone. Try new foods and experiences and become comfortable with different experiences.

Try something new every day.

### Books and Articles

Allen, K.E., & Cherry, C. (2000). *Systemic leadership: Enriching the meaning of our work*. Lanham, MD: University Press of America.

Drechsler, M.J. & Jones, W.A. (2009). Becoming a change agent. In S.R. Komives, W. Wagner, & Associates, *Leadership for a better world* (pp. 397-443). San Francisco: Jossey-Bass.

Kotter, J. (1996). *Leading change*. Boston: Harvard Business School Press.

Morton, K. (1995, Fall). The irony of service: Charity, project and social change in service-learning. *Michigan Journal of Community Service-Learning*, 19-32.

O'Toole, J. (1996). *Leading change: The argument for values-based leadership*. New York: Ballantine Books.

Wagner, W. (2009). What is social change? In S.R. Komives, W. Wagner, & Associates, *Leadership for a better world* (pp. 7-41). San Francisco: Jossey-Bass.

Workman, N. (2009). Change. In S.R. Komives, W. Wagner, & Associates, *Leadership for a better world* (pp. 101-143). San Francisco: Jossey-Bass.

# License Options

## Individual License

The SRLS*online* Individual License lets a single user respond to the SRLS questionnaire via a Web survey. Respondents receive a customized report comparing their leadership capacities to the national dataset and to respondents that are demographically similar.

### How Can I Use an Individual License?

*Students, professionals, and job applicants...*

- Developing a competitive advantage
- Playing to leadership strengths
  - » Creating strong applications, resumes, and CVs
  - » Selecting positions, courses, and responsibilities
- Supplementing leadership areas of growth through additional training or courses
- Quantifying improvement in leadership skills

*Individuals interested in self-improvement...*

- Personal improvement and enrichment
- Self-exploration
- Building confidence
- Measuring improvement over time

## Site License

The SRLS*online* Site License lets multiple users respond to the SRLS questionnaire via a Web survey. The person who purchases the license administers it to a group of respondents.

Each Site License includes 100 cases and is open for 14 days after the first respondent logs in. Additional time and sample may be purchased, as required.

The administrator receives a report comparing the group's collective leadership capacities to the national dataset. Respondents each receive a customized report that compares them to the rest of the group and to the national sample.

### How Can I Use a Site License?

*Leadership educators...*

- Teaching socially responsible leadership
- Quantifying success of leadership education programs
- Supplementing *Leadership for a Better World* text

*Groups and organizations...*

- Benchmarking
  - » Longitudinal assessment
  - » Comparing against national data
- Program assessment
- Setting priorities for training

## Research License

The SRLS*online* Research License allows institutional researchers to use SRLS measures in their own research.

### How Can I Use a Research License?

- Integrating SRLS*online* measures into another instrument:
  - » Without outside assistance, reporting services, or respondent support (Basic Research License)
  - » With the expertise of a dedicated survey methodologist (Custom Research License)



## Institutional License

The SRLS*online* Institutional License is administered through the Multi-Institutional Study of Leadership (MSL), an annual, national survey of leadership development among college students. MSL collects data in addition to the SRLS measures. It explores the role of higher education in developing leadership capacities with a special focus on specific environmental conditions that foster leadership development. For more information about MSL, please visit: <http://www.leadershipstudy.net>.

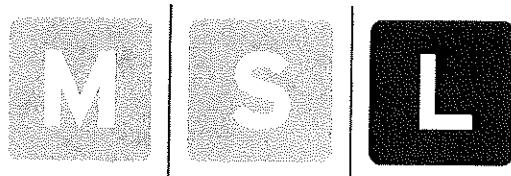
### How Can I Use an Institutional License (MSL) ?

*Large institutions...*

- Benchmarking
  - » Longitudinal assessment
  - » Comparing sub-groups or -populations
  - » Comparing against national data
- Program assessment
- Setting priorities for training

## SRLS*online*: Part of a Complete SCM Toolkit

SRLS*online* can be used together with these SCM resources to gain a richer understanding of student leadership and enhance leadership education and research. All tools build from the Social Change Model (SCM) of Leadership Development.



### MULTI-INSTITUTIONAL STUDY OF LEADERSHIP

The Multi-Institutional Study of Leadership (MSL) is an annual, national survey of leadership development among college students. MSL uses the Socially Responsible Leadership Scale (SRLS) to measure student leadership across the educational institution. Over 100 colleges and universities in the United States, Canada, and Mexico participated in the MSL 2009.

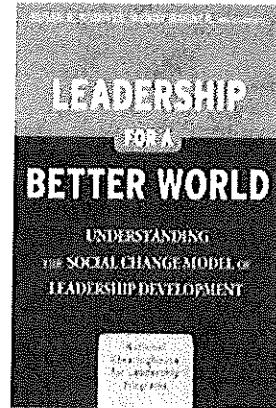
Learn more at: [www.leadershipstudy.net](http://www.leadershipstudy.net)

### Leadership for a Better World

*Understanding the Social Change Model of Leadership Development*

by Susan R. Komives, Wendy Wagner, and Associates

This student textbook provides thorough, practical guidance in how to put the Social Change Model of leadership development to work. Its chief authors and editors include a co-founder and a former coordinator of the National Clearinghouse for Leadership Programs (NCLP), plus other nationally recognized thought leaders in leadership education.



Written in an informed yet approachable tone, the book uses a case-study approach, highlighted by students' voices and experiences, to bring its key insights to vivid life.

Published by Jossey Bass, an imprint of Wiley

[www.josseybass.com](http://www.josseybass.com)



SRLS is a partnership of the National Clearinghouse for Leadership Programs,  
Adele H. Stamp Student Union (University of Maryland), Survey Sciences  
Group, and the Center for Student Studies.



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[www.studentstudies.net](http://www.studentstudies.net)

## Appendix VI.

## **WHAT IS AN EVOKE?**

This is not a simulation.

You are about to tackle real problems

food security

energy

water security

disaster relief

poverty

pandemic

education

human rights

Welcome to the Evoke Network. Welcome to your crash course in changing the world.

What's an "evoke"?

*There's an old saying here: "If you have a problem, and you can't solve it alone, evoke it."*

When we evoke, we look for creative solutions.

We use whatever resources we have.

We get as many people involved as possible.

We take risks.

We come up with ideas that have never been tried before.

An evoke is an urgent call to innovation. Evoking first started in Africa, but it can happen anywhere. For the next 10 weeks, we will evoke together.

Every Wednesday at midnight, the network will send out a new evoke.

How to respond to an urgent evoke:

1. Read the story
2. Investigate the story
3. Accept your mission

If you respond to at least one evoke by May 12, 2010, you will earn your spot as a founding member of the Evoke Network.

## **WHAT'S MY MISSION?**

Your mission is to practice your world-changing skills, right now, wherever you are. Every Wednesday at midnight, a new mission unlocks.

Each mission has three objectives.

LEARN - Investigate our great challenges and share what you discover.

ACT - Get out in the world. Do something small to help solve a real problem.

IMAGINE - Unleash your creativity. Tell a story about the future you want to make.

I will personally review your mission evidence and alert you when your mission is complete.  
Complete one objective to get credit for the mission.  
Complete two objectives to get heroic credit.  
Complete all three for legendary credit.

#### **HOW TO COMPLETE A MISSION:**

1. Accept your mission.
2. Submit your evidence: a blog post, a video, or an image.
3. Await your rewards.

#### **HOW DO I GO ON QUESTS?**

Every hero has an origin story. It's time for you to discover yours. Where do your powers come from? Who inspires you? What set you on a path to change the world?

A new quest unlocks every Wednesday at midnight. Each quest is a question that only you can answer. Answer all ten questions, and write the story only you can tell.

#### **HOW TO GO ON A QUEST**

1. Find a quest.
2. Tell your story to the world.
3. Track your completed quests on My Page.
4. Change your story any time.

#### **WHAT ARE EVOKE POWERS?**

Evoke powers are the skills and abilities you need to change the world.

Collaboration - Courage – Creativity - Entrepreneurship - Local insight - Knowledge Networking  
- Resourcefulness - Spark – Sustainability - Vision

Complete missions to earn powers, and find out where your true strengths lie.

How to earn powers:

1. Learn what each power means.
2. Complete a mission. Each objective is worth a different number of power points.
3. Collect Power Votes.

How to give power votes:

1. Browse the mission evidence. [show evidence browsing]
2. See something interesting? Vote for it. [show voting]

Each vote is worth +1 power -- and you get to pick the power!

You have unlimited votes -- but choose wisely. You can only vote once for each piece of evidence.

How to track powers:

1. Watch your evoke powers rise on "[My Page](#)".
2. Check [the leaderboard](#) to see how your powers compare with other Evoke members.

Your power profile is a unique statement of your abilities and talents.

Show the world what you're good at.

There's no limit to how many powers you can gain.

## **HOW DO I WIN?**

There is no one way to win this game.

Take the journey you want to take -- and choose the rewards you want to earn.

How to earn your spot in history:

Complete any single mission by May 12, 2010

You'll join the ranks of the EVOKE Founding Members.

How to get certified:

Complete at least one objective from each mission, and all 10 quests.

You'll receive official recognition: World Bank Institute Certified Social Innovator -- Class of 2010

How to get top honors:

Complete two objectives from each mission, and all 10 quests.

You'll be certified with heroic honors.

Complete all three objectives from each mission, and all 10 quests.

You'll be certified with legendary honors.

How to earn an online mentorship with an experienced social innovator:

1. Get certified.
2. Create an evokation, telling us about a social innovation project or enterprise you want to develop. We'll select up to 10 members to receive an online mentorship with an experienced social innovator.

How to win a trip to Washington DC for the Evoke Summit:

1. Get certified.
2. Create an evokation.

We'll select up to 6 members to travel to the 2010 Evoke Summit in Washington DC, where the game creators, players, and leading social innovators will meet to develop enterprise ideas and plan for the next stage of the Evoke Network.

Work at your own pace. Do as much as you want. Evoke as much as you can.

Start your future now.

This crash course ends on May 12, 2010.

Search Urgent Evoke [Search](#)

- [Tara Edberg](#)
- [Sign Out](#)

## [Urgent Evoke](#)

A crash course in changing the world.

- [Episodes](#)
- [Recruit](#)
- [My Profile](#)
- [Agents](#)
- [Missions](#)
- [Evidence](#)
- [Leaders](#)
- [How To Play](#)
- [Powers](#)
- [About](#)
- [EVOKEblog](#)
- [Discuss](#)
- [Quests](#)
- [Photos](#)

# Social Innovation



[< Back to All Missions](#)



Congratulations. You're off to a good start. You found your first EVOKE -- and you answered it. Most people won't come as far as you already have.

Now you must go further. You're ready for your first mission. You're ready to become a social innovator.

### WHO WE ARE

Social innovators invent creative solutions to the world's biggest problems.

We don't wait for someone else to change the world. We do it ourselves.

### Your mission this week: Master the mindset of a social innovator

### WHAT WE FIGHT:

poverty	climate change
hunger	inequality
water	ignorance
insecurity	apathy
disease	

### WHAT WE CREATE:

economic opportunity
better education
food security
clean water access
sustainable energy
positive health outcomes
happiness
human rights
justice
community
resilience

LEARN: the secret code of innovation.



ACT: Choose a hero to shadow.



IMAGINE: When Alchemy calls you in 2020, where will you be?



Mirzhan Karakulov  
Shirutaka  
Amy Kate Payne  
Nikola Mladenovic  
Imran Khan  
Robin Clark jr  
CWG|GodFather  
Marco Antonio  
Jovica Zivanovic  
Hannah Hagar  
Aurobindo Ogra  
Gerald Malagrinio  
Tasneem Alloo  
oz wald  
Randall Fujimoto  
Rob MacDougall  
Yumna Moosa  
Bailey Rae Blair  
Donald Syvertson  
Dilyan Damyanov  
Rob Burrough  
Sfiso Mbhele  
Stephan Deloustal  
Richard Paul Depontes  
Steven  
892 more have  
accepted this objective

## Your objective: Learn the secret code of social innovation.

As social innovators, we don't wait for someone else to change the world. We take direct action. We tackle the toughest problems. We create solutions that people can use.

You may not think of yourself as a social innovator yet.  
Let's change that.

Your first objective: Find out what it REALLY means to be a social innovator.

Study Exhibit A. There are 33 secrets of social innovation in this document.

Pick your favorite secret, and share it in a blog post and tag it LEARN1.

Don't just report your evidence -- own it. Tell us why you think this secret could help YOU change the world.

This objective is worth +1 KNOWLEDGE SHARE.

## YOU'VE GOT POWER



Once you submit your evidence, you're not quite done. Go to the newly posted evidence page and award the EVOKE power you think best describes your contribution. Encourage friends to do the same!

- [Previous](#)
- [1](#)
- [2](#)
- [3](#)
- ...
- [7](#)
- [Next >](#)
- [Page 2](#)      [Go](#)



Comment by [William Lesibana Mathe](#) on March 3, 2010 at 8:11am

To be a social innovator it means to be creative, open minded, to think out of the box. To be able to break down challenges before finding a solution. You must add value to the social upliftment of disadvantaged communities.



Comment by [Alchemy](#) on March 3, 2010 at 8:20am

Very true, William. Be sure to include that insight in your Mission Evidence, which will allow you to earn credit for this mission. When you're ready, share your secret by creating a new blog post at <http://www.urgentevoke.com/profiles/blog/new>.



Comment by [sthembiso](#) on March 3, 2010 at 8:41am

i think you need to Understand by observing the environment, infrastructure, culture and lives of people by being there. because that will give you a basic idea or foundation and also Economic sustainability; provide financial motivation for continued growth over time. Empower people by improving their economic or social status.



Comment by [Nick Justnick](#) on March 3, 2010 at 9:02am

To be a social innovator is to be different. The more people think alike, the less we accomplish.

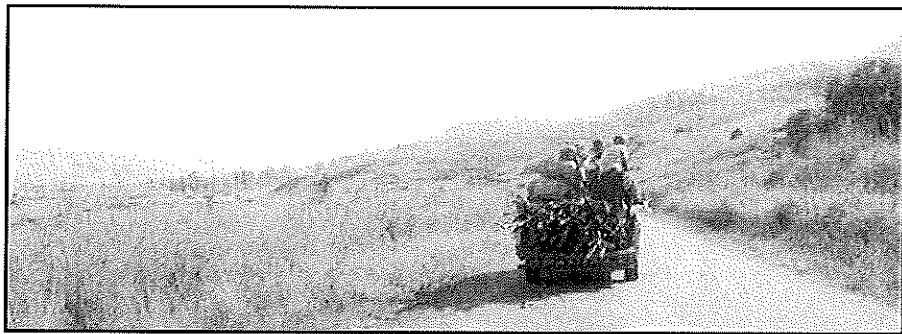
# Design in Africa

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« [Design thinking for innovation](#)  
Africa and the credit crisis »

## Innovation in Africa tips

By Dave Tait



From [Ethan Zuckerman's post 'Innovating from constraint'](#):

1. Innovation (often) comes from constraint (If you've got very few resources, you're forced to be very creative in using and reusing them.)
2. Don't fight culture (If people cook by stirring their stews, they're not going to use a solar oven, no matter what you do to market it. Make them a better stove instead.)
3. Embrace market mechanisms (Giving stuff away rarely works as well as selling it.)
4. Innovate on existing platforms (We've got bicycles and mobile phones in Africa, plus lots of metal to weld. Innovate using that stuff, rather than bringing in completely new tech.)
5. Problems are not always obvious from afar (You really have to live for a while in a society where no one has currency larger than a \$1 bill to understand the importance of money via mobile phones.)
6. What you have matters more than what you lack (If you've got a bicycle, consider what you can build based on that, rather than worrying about not having a car, a truck, a metal shop.)
7. Infrastructure can beget infrastructure (By building mobile phone infrastructure, we may be building power infrastructure for Africa.)

And [Amy Smith](#) on rules for design in the developing world:

1. **Try living for a week on \$2 a day.**

That's what my students and I do when I teach my class about international development. It helps them begin to understand the trade-offs that must be made when you have only very limited resources. More broadly, it was in the Peace Corps in Botswana that I learned to carry water on my head, and noticed how heavy the bucket was; and I learned to pound sorghum in to flour and felt the ache in my back. As a designer, I came to understand the importance of technologies that can transport water or grind grain.

2. **Listen to the right people.** Okay, so you probably don't know what it's like to carry fifty pounds of firewood on your head. Well, don't pretend that you do. Talk to someone who has done it. I believe that the key to

innovation in international development is truly understanding the problem, and using your imagination is not good enough.

3. **Do the hard work needed to find a simple solution.** As Leonardo da Vinci said, “Simplicity is the ultimate sophistication”—and it is the key to this type of design work.
4. **Create “transparent” technologies,** ones that are easily understood by the users, and promote local innovation.
5. **Make it inexpensive.** My friend Paul Polak has adapted a famous quote to the following: “Affordability isn’t everything, it’s the only thing” and there’s a lot of truth in that. When you are designing for people who are earning just one or two dollars a day, you need to keep things as cheap as you can and then make it even cheaper!
6. **If you want to make something 10 times cheaper,** remove 90 percent of the material.
7. **Provide skills, not just finished technologies.** The current revolution in design for developing countries is the notion of co-creation, of teaching the skills necessary to create the solution, rather than simply providing the solution. By involving the community throughout the design process, you can help equip people to innovate and contribute to the evolution of the product. Furthermore, they acquire the skills needed to create solutions to a much wider variety of problems. They are empowered.

And [Paul Polak via Nextbillion](#);

1. go to where the action is
2. talk to the people who have the problem – and LISTEN to what they have to say
3. learn everything there is to know about the specific context
4. think and act big – don’t do anything that can’t reach a million people
5. think like a child – children have no limit to their thinking
6. see and do the obvious
7. if somebody already invented it, you don’t have to
8. design to critical price targets
9. design for measurable improvement in the lives of more than a million people
10. work to practical, three-year plans
11. keep learning from your customers
12. stay positive – don’t be distracted by what other people think (if there were a need for it, the market would have already created it)

So here are my 7 hints/tips/rules;

1. **Understand** by observing the environment, infrastructure, culture and lives of people by being there.
2. **Think creatively:** start big, use constraints as a filter and find the simplest solutions.
3. **Increase user acceptance;** build on existing platforms, lower costs and beware of radically different ways of doing things.
4. **Deliver value;** what are the benefits for people using the end product, does it improve a persons life?
5. **Economic sustainability;** provide financial motivation for continued growth over time. Empower people by improving their economic or social status.
6. **Share** knowledge and skills to continue the innovative process both to and from people and communities.
7. **Peripheral vision;** keep a look out for other challenges or new solutions all the time.

Posted by email from Design in Africa (postcous)

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#### Possibly related posts: (automatically generated)

- [links for 2009-10-25](#)
- [links for 2009-09-30](#)

This entry was posted on October 23, 2008 at 11:42 am and is filed under [BoP](#), [design for social impact](#), [innovation](#), [research](#), [sustainable design](#). You can follow any responses to this entry through the [RSS 2.0 feed](#). You can [leave a response](#), or [trackback](#) from your own site.

## Appendix VII.

## **Notes from Iowa Leadership Summit Part II**

**Thursday, July 29, 2010**

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### **I. Welcome & Introductions (Sarah)**

Present: Kelley Ashby, Rob Dubay, Tara Edberg, Lanaya Ethington, Laurie Haag, Sarah Hansen, Nellie Hermanson, Kelly Jo Karnes, Bill Nelson, Nancy Schneider, Ryan McFadden, Stacy Narcotta-Welp, Mark Baccei & Andy Winkelmann

### **II. Recap of First Summit and the Committee's Charge (Sarah)**

Key themes from the first Summit guided the group's development of the proposal shared at the second Summit. The themes were reviewed as follows:

- A. *Leadership as a relational activity*: While online modules may allow breadth, they most likely will not facilitate significant leadership change. However, the group understood the benefit of using online or broad-based experiences to funnel more students toward our effective and more intensive programs across campus.
- B. *An overload on the first year*: In addition to AlcoholEdu, first-year seminars, and Living-Learning Communities, first-year students now complete nformd.net. At the same time, our sophomores are often ready for leadership opportunities but find themselves without some of the supports of first year students. We spent time discussing emerging or "less obvious" leaders as a population we are not currently reaching.
- C. *More connection is needed*: The broad-based experience needs to be general enough to be practical in scale, while also providing us the flexibility to connect it to all the various leadership opportunities that may come next.
- D. *Context setting is important*: The IOWA Challenge, institution-level outcomes, and the Iowa Promise, all provide opportunities to connect leadership to student success and institutional expectations. Although the Leadership Summit group did prefer a sophomore experience, they felt it was important that leadership language be used more frequently, from Orientation onward, including an introductory session on our expectations for engagement and leadership at Orientation with additional information in the Immersion program.
- E. *Take advantage of existing opportunities*: PICK ONE, Living-Learning Communities, College Transition, and Orientation are all possible venues for extending the reach of leadership programming. PICK ONE, with engagement as a natural precursor to leadership, is a logical connection.

We reviewed the group's charge which is to provide a framework to scale new or existing experiences to provide a broader reach of leadership experiences for *all* Hawkeyes.

### **III. Undergraduate Student Leadership Strategic Plan Task Force**

#### **A. Report (Kelly Jo)**

1. The focus of the task force was to propose a three-year plan to create widespread leadership opportunities at Iowa.
2. Everyone has been provided a final copy of the report with all of the recommendations.
3. There are definite phases for each aspect of the plan and that is explored more in the graph on page 15.
4. The recommendations tie into other things already occurring at the University, as well as new experiences that need to be created.
5. Staff and finances are a concern in moving forward.

#### **B. Theoretical Framework (Kelly Jo)**

1. The Task Force focused their work around the Social Change Model (SCM) of Leadership Development.
2. Leadership is viewed as a process rather than a position.
3. There are 7 C's in the areas of "the Individual", "the Group" and "the Community" that are needed to ultimately create "Change".
4. We reviewed the 7 C's again.

#### **C. Common Leadership Experience (CLE) (Tara)**

1. Themes from the discussion with the larger group were about specifics of the scope of the proposed program. Questions included:
2. If we focus the SRLS instrument on first-year students, could someone who isn't first year take it?
3. Who will determine what "counts" to meet each of the 7 C's?
4. Could we move forward on a website that shows all the leadership opportunities as an initial step to tying things together within a framework (e.g., accenting which opportunities already meet which of the 7 C's)
5. How will students be guided via the transition module to specific next steps? Can we personalize that information so that it pertains to our campus?
6. If Pick One is used as a first step, that could eliminate some opportunities (since Pick One is co-curricular). If Pick One is meant to be a gateway or starting point, is it the only starting point? Can students enter the Common Leadership Experience through other pathways?

- D. Where do you see your programs/department in the CLE? (Bill)
1. Each small table was asked to brainstorm and have conversations relating to where they see their programs/department fitting in to the CLE.
  2. In general every office/stakeholder could see themselves in the CLE.
  3. Offices were gently challenged to make certain that their department was aware of the Task Force's work and that progress was being shared amongst people in their departments.
  4. Everyone recognized that additional information and curriculum development would help in refining where their programs fit.

#### **IV. Connecting the student experience to leadership (Tara)**

##### **A. Review of the mapping project**

1. The mapping project is contained in Appendix 4.
2. The Leadership Coordinating Council has updated the spreadsheet and mapped them against the 7 Cs of the Social Change Model and the groups Shared Outcomes.

##### **B. What activities are happening? What is still needed?**

1. Looking at the gaps in the mapping project which Outcomes are we accomplishing well and which ones still need some work?
2. Are there additional activities happening on campus that might not be included as formal programs on our spreadsheet?
3. How can we scale some of our existing activities to reach more participants?

##### **C. How do we teach each of the 7 Cs?**

1. The attendees were broken up into work groups and asked to think about how the curriculum could address one of the 7 Cs of the Social Change Model.
2. The work groups had the following initial ideas for "Opportunities to Teach the 7 Cs at Iowa:" [It should be noted that this was an initial brainstorming session and there are copious additional opportunities our campus has to offer.]
  - a. **Consciousness of Self**
    - i. Leadership inventories (SRLS, Strengths Finder, DiSC, MBTI)
    - ii. Goal setting with organizations from the beginning of year to the end
    - iii. Reflection opportunities to monitor progress
    - iv. Do it early!

##### **b. Congruence**

- i. Intramurals: sportsmanship policy (teams ranked by officials)

- ii. Fraternity/Sorority life: agree to values of group publicly, recruitment
- iii. Judicial process

- iv. Mentors

- v. IOWA Challenge

**c. Commitment**

- i. Brainstorming passions

- ii. Duration: passionate for \_\_ length of time

- iii. 1:1 conversations when students are struggling

- iv. Follow up later to gauge level of commitment (it's OK if it changes some)

- v. Need values clarification

- vi. PICK ONE may be related to interests: reflect on how you choose

- vii. LeaderShape Visioning exercise

- viii. Seeing things thru: completing CLA, CLA, graduation, athletics

**d. Collaboration**

- i. Team Projects: Assign/form groups to stretch

- ii. Student organizations

- iii. Volunteer/service → Division of labor

- iv. Cultural Diversity Festival (planning)

- v. Orientation

**e. Common Purpose**

- i. Classes (Intro, PLC, CLA, etc.)

- ii. Student Organizations purpose

- iii. Team Goals and Independent Roles

- iv. Independent Mission Statement

- v. IOWA Challenge

**f. Controversy with Civility**

- i. Roommate Agreements - Understanding the other's viewpoint

- ii. Class Discussions - Reflecting on good/poor examples

- iii. Team Projects - Learning & Practicing Skills

- iv. UI Lecture Committee - With processing

- v. Publications/Media - Letters to Editor, YouTube

- vi. ARH/Student Government

- a) Community issues (Zoning, Panhandling, 21, etc.)

- b) Elections

- c) Widening view of community

- d) Demonstrations

**g. Citizenship**

- i. Civic Engagement Program

- ii. Center for Teaching and Learning: list of Service Learning Courses

- iii. Student Organizations/Groups (10 K, Dance Marathon, Greek Chapters, River Run, Circle K, etc)

- iv. Athletics
  - v. Local/National Elections
  - vi. Community Based (Girls on the Run, United Way, etc.)
  - vii. MLK Day of Service
- h. Change - Should be incorporated in all other "Cs"**

## **V. Conclusion/Next Steps**

- A. Whereas, the Office of Student Life will be taking the lead going forward we invited others to participate in this process. Because we established the Leadership Coordinating Council and because the CLE is not what part of the work the LCC agreed to, we are not willing to impose the CLE on the LCC.
- B. The creation of the curriculum will NOT be the undertaking of the LCC. However, opportunities to provide feedback and to review the curriculum will be offered periodically to the Coordinating Council.

## **VI. Email Exchange**

After the Summit II the following email exchange occurred amongst participants and we feel it is important to include it to provide complete notes.

**From:** Ashby, Kelley C

**Sent:** Friday, July 30, 2010 8:35 AM

**To:** Nelson, William R; Baker, Melissa L; Dauplaise Thornburg, Kelly J; DuBay, Robert T; Emrich, Jeffrey L; Jameson, Helen P; Karnes, Kelly Jo S; Mac, Nikole R; Mathew Wilson, Mary E; Moore, Marisa M; Nielsen, Steven R; Parker, Nancy L; Schneider, Nancy - contact; Thompson, Gregory R; Winkelmann, Andrew D; Hansen, Sarah L; Hermanson, Nellie; Baccei, Mark A; Parks, Benjamin L; Parker, Aaron C; Haag, Laurie L; Ethington, Lanaya L; McFadden, Ryan C; Narcotta-Welp, Stacy R

**Cc:** Ashby, Kelley C

**Subject:** RE: Leadership Summit

Sarah, Bill, Kelly Jo & Tara,

Thank you for convening the group yesterday so we could hear about the work the Undergraduate Student Leadership Strategic Plan Task Force has been doing. After reading the report and listening to yesterday's presentation, I have some questions that we did not have time to address during the meeting--some of which stem back to previous Leadership Coordinating Council (LCC) meetings/tasks. I hope you can help clarify some things for me:

1. At one point in time, I thought there was going to be a brochure (or at least a web page) that informed others about the leadership opportunities here at Iowa. I

- remember completing a spreadsheet and reviewing that spreadsheet at LCC meetings in the past. Did anything ever come from that--a brochure or a website?
2. In the report and during the meeting yesterday, a reference to something happening during the immersion experience (aka "Camp Herky") was made. I'm still uncertain what exactly that means. Will it be the same/similar to what happened at Orientation this year or different?
  3. You also mention a "transition module" presented to students toward the end of year one. In the report, it says "the module will include content that will serve to help those who have participated in PICK ONE and the SRLS to process what they have learned and provide them with next steps related to any of the available leadership opportunities on campus" (p. 9). How will this process work exactly? Does this mean that students will be "guided/directed" to various leadership opportunities on campus? Who will be guiding/directing them?
  4. I do think that given the overload in the first semester of students' first year at Iowa (as discussed at the first Summit and as pointed out in your report, p. 7) that if PICK ONE is still focused on just those experiences available to first semester, first year students, this seems to contradict how PICK ONE plans to be used as the first step. If PICK ONE is the "First-Year Step 1" of the CLE, then many opportunities are eliminated right from the start. Also, it seems that those students who may want to take it a little slower and get the first semester under their belts may inadvertently be pressured to do something earlier than what is best for them, given their unique circumstances. Have you considered expanding PICK ONE to include opportunities that are available to students during the second semester of their first year, or even their second year?
  5. Finally, in the report it also says that there will be "an effective pathway toward the 'deeper' leadership opportunities provided within the Division and across campus" (p. 9). What does the "effective pathway" mean exactly? What will that "look like," in practice?

I appreciate all of your work and realize some things may still be unclear regarding how this will all work. Thank you for taking the time to answer my additional questions.

Kelley

Kelley Ashby  
Director, Career Leadership Academy  
Pomerantz Career Center  
The University of Iowa  
[www.careers.uiowa.edu](http://www.careers.uiowa.edu)

## RESPONSE

**From:** Edberg, Tara L  
**Sent:** Thursday, August 05, 2010 4:07 PM  
**To:** Ashby, Kelley C  
**Cc:** Nelson, William R; Baker, Melissa L; Dauplaise Thornburg, Kelly J; DuBay, Robert T;

Emrich, Jeffrey L; Jameson, Helen P; Karnes, Kelly Jo S; Mac, Nikole R; Mathew Wilson, Mary E; Moore, Marisa M; Nielsen, Steven R; Parker, Nancy L; Schneider, Nancy J; Thompson, Gregory R; Winkelmann, Andrew D; Hansen, Sarah L; Hermanson, Nellie; Baccei, Mark A; Parker, Aaron C; Haag, Laurie L; Ethington, Lanaya L; McFadden, Ryan C; Narcotta-Welp, Stacy R

**Subject:** RE: Leadership Summit

Kelley,

Thank you for your note and your participation in the summit last week. I think the overarching answer to your questions is that we do not know yet. We are in the very early stages of developing the Common Leadership Experience, and we will be taking input from a variety of sources around campus and integrating it into what the experience becomes. Much of this work will be done by a committee of volunteers and eventually (hopefully) a staff member will be hired to complete development and administer the program. However, I will try to answer your questions as best I can at this point.

1. Yes, we were working on a brochure, but that project was shelved for a couple reasons. The primary reason being time, I have not had the time to work on it with Welcome Week, etc. Also, we are unsure a publication is the ideal venue, with the cost of printing and the constantly changing nature of our programs we are determining the most viable option for hosting this information. With a new website redesign and the features of Org Sync, the online route may be the way to go. This will become a priority once again after August.
2. The Student Success Team charged a group (Task Force on the First Year Experience) several years ago to create recommendations for a more purposeful, organized, and meaningful framework for the first year at Iowa. The FYE Task Force submitted a set of recommendations, one of which was an "immersion experience." Many schools have such experiences that complement the registration component of Orientation, but bring the first year cohort to campus en masse for a more tailored orientation just prior to fall classes. Beth Ingram and Tom Rocklin have recently charged a committee, co-chaired by Sarah Hansen and Emil Rinderspacher, that will implement an "immersion" experience for the fall of 2011. The first year (2011) will be a modified experience, beginning Friday evening and ending Sunday with the Convocation/President's Block Party. The experience will be anchored in The IOWA Challenge. Activities Friday through Sunday will provide a comprehensive introduction to University life, including the skills necessary to be a successful University of Iowa student within and beyond the classroom. The program may include, but not be limited to, building social connections, learning about University traditions and rituals, communicating institutional expectations of students, introducing academic success skills, and promoting early engagement in meaningful educational experiences. Our hope would be that the experience eventually expands to four or five days. As leadership is a Division priority, as well as a component of both The IOWA Challenge and our definition of student success, we would expect it to have a presence within the immersion model, but the experience has not yet been designed.

3. The transition module will be created by whomever designs the exact curriculum so I cannot begin to speculate what it will look like. I would imagine a website outlining the opportunities would be a great tool for the students to explore the various leadership opportunities on campus. This would also be a great conversation for the students to have with their mentor.
4. PICK ONE is meant to be a gateway, a starting point. We do not expect that students will become deeply engaged in leadership experiences their first semester, but we do want them engaged in something their first semester. However, your point is well taken, and we will discuss the timing and structure of these first steps. A long-term goal has been to expand PICK ONE past the first year. Since it is still a young program, our focus has been on meeting the goal of first-year engagement as a priority. Nevertheless, there are a lot of people involved in the PICK ONE program so we cannot predict the exact direction that program will take. Additionally, during the Summit you will remember Bill commenting on the notion of multiple points of entry. We will continue to consider what that looks like.
5. We used the term effective pathway to elicit a connection with the student success literature. Research on effective environments for undergraduate student success demonstrates the importance of clear and consistent messages about what the institution expects of students – about “what it means to be a successful student here.” In turn, institutions must also provide clear pathways that guide students towards those things that the institution thinks are important for student success (in our case, a leadership experience). The goal of using the SRLS (a broad-based experience) would be to more clearly delineate that pathway at Iowa. The SRLS would provide tailored, Iowa-specific feedback that would point students to program-level next steps for their leadership journey. We would expect that one of the outcomes that would illustrate the effectiveness of the pathway would be larger numbers of students participating in the deeper leadership experiences (CLA, LeaderShape, Iowa N.E.W. Leadership, etc.) we already provide across campus. The SRLS could also be used in conjunction with the brochure/webpage mentioned above, which would delineate all the leadership opportunities available at Iowa. This will again be up to the committee and person designing the program.

I hope that helps a bit. We will be sure to keep everyone in the loop as the volunteer committee continues their work and this project moves forward. Thanks!

Tara

P.S. Please feel free to contact any one of us (me, Kelly Jo, Bill, or Sarah) as we each contributed to the above responses.

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