

# **Student Leadership Development Resources Website**

**<https://mywsu.winona.edu/sites/leadershipdevelopment/default.aspx>**



SIA Final Report

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## Table of Contents:

1. Rational of Project.....	3-4
2. Goals of Project.....	4
3. Project Timeline.....	4-5
4. Needs Assessment of Student Leaders.....	6-9
5. Website Components.....	9
a. Presentations	
i. Individual.....	10-16
ii. Group.....	16-24
iii. Community.....	24-31
b. Manual	
i. Individual.....	32-33
ii. Group.....	33-35
iii. Community.....	35-36
c. Team Building Activities.....	36-40
d. Leadership Library- Book Reviews.....	40-41
e. Leadership Links Web Resources.....	41-42
f. Request for Training or Presentation.....	42-43
g. Leaders at Winona State.....	43
h. Leadership Discussion Board.....	44
i. Leadership Spot Light.....	44-45
6. Assessment of Website.....	45-50
7. Promotions.....	51
8. Resources Used in Web Parts.....	52-53
9. Appendix A.....	54-55
10. Appendix B.....	56
11. Appendix C.....	attached pdf

## **Rational of Project**

Student leadership is interwoven into many aspects of the Winona State students' experience. Through formal venues such as research, academic organizations, sports, community service, student interest clubs and organizations, student government, and campus employment, leadership skills and values are formed and practiced during the students' time of involvement in such activities at Winona State and within the Winona community. The students learn these valuable lessons through personal interaction with our faculty and staff, conferences, trainings and experience.

Winona State's Department of Student Life and Development recently invested in growing the area of leadership development by hiring an Associate Director for Student Activities and Leadership. Through this increased attention to our intentionality of cultivating student leaders and initiatives that allow development and growth the time was right to propose a website portal page dedicated to the pursuit of developing our student leaders.

The student leadership development resources website will serve as a tool for student leaders and be a visible representation of the University's commitment to developing our current and upcoming leaders. The student leadership website will greatly benefit students at Winona State University. From students who are just starting by getting involved in their residence hall to student senators in their senior year at WSU, this website will serve as a resource to both established and upcoming student leaders. This web resource will also be beneficial to advisors and professionals that work with student leaders by giving them tools to use in training and discussion. The

student leadership website would give students the tools and resources they need to make a difference on campus and in the community and to embody our mission,

“A Community of Learners Improving our World.”

### **Goals of Project**

1. To create a user-friendly, comprehensive website for student leaders at Winona State University.
2. To use our University Portal system for easy access and usability.
3. To create a website that is relevant to the needs of student leaders at Winona State.
4. To work with the current Associate Director of Student Activities and Leadership to ensure the longevity of this project.

### **Timeline**

The proposed time line as seen below did not work for the project. Two factors played into the adjustment of the timeline for this project; the hiring of the Associate Director of Student Activities and Leadership and the recreation of the Student Union Website.

#### Proposed Timeline

August/September: Investigate best practices for student leadership and create the contents for the website.

September/ October: Create website and get it launched in the appropriate space on WSU's website.

October/ November: Meet with student clubs/ organizations to showcase the website and its functionality.

November/ December: Assess the functionality and usability of the website through the assessment plan.

January: Presenting at the ASF January meeting on the outcomes of the project.

In September, through a conversation with Joe Reed, Director of Student Union and Activities, I discovered that the student union website was being recreated and that the current structure was going to be revised. My first thought was to wait and see what this website was going to look like, but when I realized it may take quite some time that ceased to be a primary concern. The other consideration was the hiring of the Associate Director of Student Activities and Leadership. Having the opportunity to serve on this committee offered me information on the specific timeline of the search. I decided to wait until after the position was filled to ensure that the person who filled this position was onboard with the proposal and agreed to update and work with it once it was created.

#### Revised Timeline

November 2008: Hiring of Associate Director for Student Activities and Leadership

December 2008 – February 2009: Information gathering, searching other leadership websites

February 2009: Meeting with Associate Director for Student Activities and Leadership

March – May 2009: Building website components

April 2009: LAB: Leadership Advisory Board Meetings

May 2009: Assessment of Website

June 2009: Report at ASF Membership Meeting

This revised timeline did not allow for the promotional efforts outlined in my proposal, which included attending club and organizational meetings to showcase the website and its' usability. Included in the section on promotions, the promotional initiatives for the fall semester are discussed.

## Needs Assessment of Student Leaders

In April 2009, the Associate Director for Student Activities and Leadership conducted a series of meetings with a group of established student leaders at Winona State. The goal in holding these meeting was to get student input on the direction of student leadership at Winona State University. Tracy Rahim, the Associate Director for Student Activities and Leadership, conducted these sessions and shared the results for the purposes this project. The contents of the website were partly influenced on the results from these meetings. The group of students is hereby known as LAB, Leadership Advisory Board, which will continue meeting in the fall semester 2009.

The group of twenty students were asked questions and directed to respond individually to these questions. Discussions on these questions were then held in the large group. For the purposes of this website two questions were of high interest.

1. If the decision was solely in your court, what would be the one most important “thing” that you would incorporate into your leadership program and why?
2. List the 5 most important leadership skill areas that every graduate from WSU should have experience in.

Direct quotes from question one that influenced the components of the website are as follows:

- “Teamwork skills are absolutely necessary for leaders because they will likely have to delegate activities or planning or objectives to club mates to accomplish tasks.”
- “I would incorporate a program with a realization and development of personal values and then lead those skills into a leadership program promoting motivation, responsibility, role modeling and service.”

- “It would be acceptance of others because with that comes many more important qualities like being open-minded and patient. If we all could learn to look past the exterior, the world would be a better place.”
  - “An emphasis on transition training. Too often in clubs that I’m a part of, mistakes and confusion is the result of no transition training having taken place.”
  - “The one most “important’ thing is teamwork activities, so people can learn to get to know each other and work together better easier.”
  - “I would incorporate how to communicate well with others because from my experience as a student leader, poor communication is one of the biggest problems.”
  - “I would really focus on the idea of collaboration in the leadership program. It is important for a leader to be able to individually lead and direct others, but it is also imperative that a leader knows how to function collaboratively in a group. Leadership positions often involve a group of people, so leaders should know how to utilize the talents and perspectives of each group members in order to develop a creative solution or plan of action.”
  - “Having students work together on a project that is volunteer work and does something positive for the community because it makes the school and students look good and feel good about doing something for the community.”
  - “An individual based self-growth, personal awareness aspect. I think it is important to understand and know yourself and what your talents are and by doing that you gain confidence and become a better leader.”
  - “I would definitely include an activity or something that involves improving communication skills is important in all aspects of leadership so I feel it is one of the most important things to cover.”
  - “How to be a leader that people like, respect and listen to. This is important because you can be a leader but won’t do much good if no one follows.”
- (Full transcript Appendix A)

The main elements of teamwork, listening skills, collaboration, leadership skills development, communication, and leadership practices are incorporated in the main elements of the website. Through the presentations on individual, group and community leadership and the leadership manual, thirteen of the twenty comments to this question are addressed in the contents of the website.

The second question address the five most important leadership skill areas that LAB felt every graduate at Winona State should experience before graduation. Twenty

students answered this open- ended question with five skill areas each. In compiling the answers, there were five skill areas that were common among many members of LAB.

1. Teamwork was mentioned 11 times/20 responses.
2. Communication was mentioned 8 times/20 responses.
3. Responsibility was mentioned 6 times/ 20 responses.
4. Organization was mentioned 6 times/ 20 responses.
5. Listening Skills were mentioned 5 times/ 20 responses.

The leadership skill areas most important to the students on the LAB are all addressed in the elements of the website. Teamwork is concentrated on in the team building section that describes 13 energizers, 14 introductory activities and 23 team builders that student leaders can use with their groups to achieve many team building objectives. The presentations section has three presentations that directly relate to teamwork; “Fish Philosophy”, “Group Dynamics” and “Motivation”. The leadership manual section has pages dedicated to the topics of collaboration, committee work, empowerment, holding others accountable, recognition and rewards, and working in a team.

Communication skills that include listening skills are directly addressed in the presentation, “Putting Together the Pieces: Communication in Groups.” This presentation will help students and the groups they work with learn foundational principles of communication, understand empathic listening skills and how to use them, gain insight into giving and receiving feedback from others and ultimately build stronger



relationships. In addition to this presentation there are three pages in the leadership manual section that talk about controversy and conflict, giving and receiving feedback and public speaking.

Responsibility is touched on in the leadership manual section through the pages on ethical leadership, follow through and the power of a promise, setting goals, the socially responsible leader, and holding others accountable. Responsibility is also addressed in the PowerPoint presentations on, “13 Behaviors of High Trust Leaders,” and “Leadership Quotes.”

Improving your organizational skills is discussed in the leadership manual section through the pages on getting and staying organized and the priority pinwheel. The skill is also specifically discussed in its implementation in budgeting basics and meeting management. Understanding your specific organizational style and ability can be discovered through one of the assessments found in the PowerPoint presentation “Understanding your Leadership.”

Overall most the skills found in the answers to the statement, “List the 5 most important leadership skill areas that every graduate from WSU should have experience in,” are found in the Leadership Development Resources Website. For a full listing transcript of the answers to this statement please see Appendix B.

### **Website Components**

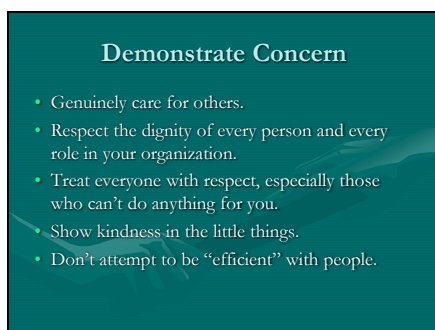
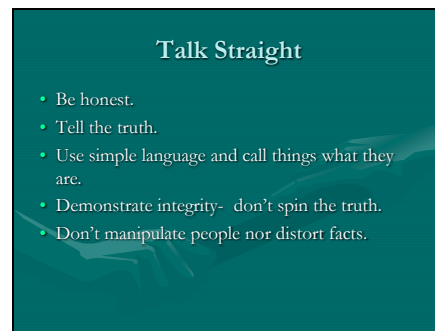
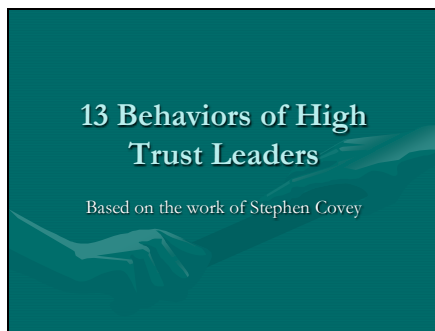
The theory that was presented to the LAB as a structure of understanding leadership at Winona State was the Social Change Model. (see Appendix C) The Social Change Model for Leadership Development examines leadership from three

different perspectives the individual, the group and the community. The Website is organized around these three different perspectives of leadership development.

### **Power Point Presentations Web Part**

Twelve Power Point presentations are available on the website for use by an individual leader, advisor, club, organization or department. These presentations allow ongoing training to occur at the ease and accessibility of the user. All the presentations were created with the intent to be used independently. The presentations expound on their topics in an easy to read and understandable manner. The group would be able to discuss the contents together without intervention from a facilitator. There is contact information on the portal site if the user does have questions about the information in a presentation.

#### Presentation on Individual Leadership: 13 Behaviors of High Trust Leaders



## Right Wrongs

- Make things right when you're wrong.
- Apologize quickly.
- Make restitution where possible.
- Demonstrate personal humility.
- Don't cover things up.
- Don't let personal pride get in the way of doing the right thing.

## Show Loyalty

- Speak about people as if they were present.
- Represent others who aren't there to speak for themselves.
- Don't bad mouth others behind their backs.
- Don't disclose other's private information.

"If you want to retain those who are present, be loyal to those who are absent. The key to the many is the one."  
-- Stephen R. Covey

## Deliver Results

- Establish a track record of results.
- Get the right things done.
- Accomplish what you're supposed to do.
- Be on time and within budget.
- Don't overpromise and under deliver.

## Get Better

- Continuously improve.
- Increase your capabilities.
- Be a constant learner.
- Develop feedback systems- both formal and informal.
- Act on feedback you receive and thank people for it.
- Don't assume your knowledge and skills will be sufficient for tomorrow's challenges.

## Clarify Expectations

- Disclose and reveal expectations.
- Discuss and validate them.
- Renegotiate them if needed and possible.
- Don't violate expectations.
- Don't assume that expectations are clear or shared.

"An individual without information cannot take responsibility. An individual who is given information cannot help but take responsibility."  
-- Jan Carlzon, Former CEO, Scandinavian Airlines

## Practice Accountability

- Hold yourself and others accountable.
- Take responsibility for results.
- Be clear on how you'll communicate how you and others are doing.
- Don't blame others or point fingers when things go wrong.

"Remember, when you were made a leader, you weren't given a crown, you were given a responsibility to bring out the best in others. For that, your people need to trust you."  
-- Jack Welch, former CEO, General Electric

## Confront Reality

- Take issues head on, even the "undiscussables."
- Address the tough stuff directly and acknowledge the unsaid.
- Lead out courageously in conversation.
- Don't skirt the real issues or bury your head in the sand.

## Keep Commitments

- Say what you're going to do, then do what you say you're going to do.
- Make commitments carefully and keep them at all costs.
- Make keeping commitments the symbol of your honor.

### Listen First

- Listen before you speak.
- Understand, diagnose before you act.
- Listen with your ears... and your eyes and heart.
- Find out what the most important behaviors are to the people you're working with.
- Don't assume you know what matters most to people.
- Don't presume you have all the answers, or all the questions.

### Extend Trust

- Demonstrate a propensity to trust.
- Extend trust abundantly to those who have earned your trust.
- Learn how to appropriately extend trust to others based on the situation, risk, and character/ competence of the people involved.
- Don't withhold trust because there is risk involved.

### Self

#### Assessment

Now take a moment to assess yourself on the 13 behaviors of high trust leaders.

1. What are you really good at?
2. Where do you need to improve?
3. What resources are available to you to do so?
4. Straight Talk
5. Demonstrate Concern
6. Create Transparency
7. Right Wrongs
8. Show Loyalty
9. Deliver Results
10. Get Better
11. Clarify Expectations
12. Practice Accountability
13. Confront Reality
14. Keep Commitments
15. Listen First
16. Extend Trust

## Presentation on Individual Leadership: Leadership Lessons

Leadership Lessons is a 68 slide presentation on famous leadership quotes. I did not create this presentation. I thought that this presentation would inspire and benefit students in leadership positions who need to remember the “greats” that came before them.

## Presentation on Individual Leadership: Understanding your Leadership

Understanding your Leadership takes the viewer through four leadership and personality assessments they could benefit from in order to understand more fully how they lead, communicate and what their strengths are. The presentation gives an explanation on the test or assessment, so the viewer can make an informed decision on which assessment may work for them or their organization.

## UNDERSTANDING YOUR LEADERSHIP

This presentation will outline a few methods of understanding your leadership style

Assessments that will be discussed are:

- Strengths Quest
- True Colors
- DISC Assessment
- Myers-Briggs Type Indicator

## StrengthsQuest

Great program for college-age students that gives people the opportunity to develop strengths by building on their greatest talents.

Developed by Gallup, the program grounded in Positive Psychology and the Clifton StrengthsFinder, StrengthsQuest has helped more than 500,000 students, staff, and faculty members on 600 campuses achieve academic, career, and personal success.

### StrengthsQuest

Check out their Website:  
<https://www.strengthsquest.com/>

If you purchase a new copy of the book, you will receive a code to take the online assessment to find out your top 5 strengths.



With StrengthsQuest, students can:

- discover their greatest natural talents
- improve their grades and increase their learning by making the most of their talents
- strategically determine a rewarding career path based on who they are as uniquely talented individuals
- maximize their potential for strengths by building on their talents rather than focusing on their weaknesses

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

## True Colors

- True Colors® is a simple model of personality identification for people of all ages that improves communication through recognition of a person's true character.
- Utilizing the colors of orange, green, blue and gold to differentiate four basic personality types, True Colors® becomes an uncomplicated language for every individual to convey complex ideas very simply.

<http://true-colors.com/TCSite/index.html>

### True Colors



Understand your "True Colors" by taking the Online Assessment. This tool provides you with introspective knowledge and in-depth revelations about yourself.

True Colors is a great tool to use in your group. It will give group members:

- a greater understanding of self and others.
- better communication skills.
- The ability to create a productive and understanding work environment where strengths are appreciated instead of misunderstood.

## DISC Assessment


DiSC® is a model of human behavior that helps people understand "why they do what they do."

The dimensions of **Dominance**, **influencing**, **Steadiness**, and **Conscientiousness** make up the DiSC model and interact with other factors to describe human behavior.

<http://www.resourcesunlimited.com/DiSC-What-is-DiSC.asp>

**DISC Classic Profile**

The profile is a great tool for understanding who you are as a leader. The assessment is flexible, you can choose the concentration while taking the assessment. The paper copy can be ordered online or there is an online version of the assessment.



The DISC is sold by many websites, check around for the best price.

DISC is a great tool to use with your group. The profile allows you insight into what each group member brings to your team. The results also allow you insight into why people are leading like they do and how your leadership style may be misunderstood by others in your group.

**Myers-Briggs Type Indicator**

The purpose of the psychological inventory is to make the theory of psychological types easier to understand and apply.

“The Theory of psychological type says that people with different preferences naturally have different interests and views, behave differently, and are motivated by different things. Awareness of differences between types can help people understand and value other people who think and act quite differently.”

<http://www.myersbriggs.org/my-mbti-personality-type/mbti-basics/your-personality-type.asp>

**Myers- Briggs Type Indicator**

There are many free Myers-Briggs type of tests online, but they are not the full and complete test. You can take the full test at the counseling center on campus. This test is not complete without having a counselor trained in the Myers-Briggs explain your results.

To check out some of the free online tests:  
[http://www.personalitypathways.com/type\\_inventory.html](http://www.personalitypathways.com/type_inventory.html)  
<http://www.teamtechnology.co.uk/mmdi-re/mmdi-re.htm>  
<http://www.humanmetrics.com/cgi-win/ITypes1.htm>

The Myers- Briggs can help you understand your own personality, so that you in turn can understand how your actions affect other people in your group.


Just google it, there are a lot more.

Presentation on Individual Leadership: Visionary Leadership

The contents of this presentation are based on two books by James M. Kouzes and Barry Z. Posner, *Leadership Challenge* and *Encouraging the Heart*. The presentation outlines the 10 commitments of leadership outlined in the book, *Leadership Challenge* and the 7 steps to encouraging the heart through leadership.

Lessons from *James M. Kouzes & Barry Z. Posner* authors of...

**Visionary Leadership**



**10 COMMITMENTS OF LEADERSHIP**  
(Source: *The Leadership Challenge* by James M. Kouzes & Barry Z. Posner. Copyright © 1993.)

**Challenging the Process**

- 1. Search out** challenging opportunities to change, grow, innovate and improve.
- 2. Experiment**, take risks, and learn from the accompanying mistakes.

**Inspiring a Shared Vision**

- 3. Envision** an uplifting and ennobling future.
- 4. Enlist** others in a common vision by appealing to their values, interests, hopes and dreams.

Lead comes from Old English word that means,  
**“go, travel, guide...”**

**10 COMMITMENTS Cont.**  
**Enabling Others to Act**  
**5. Foster** collaboration by promoting cooperative goals and building trusts.  
**6. Strengthen** people by giving power away, providing choice, developing competence, assigning critical tasks and offering visible support.

**10 COMMITMENTS Cont.**  
**Modeling the Way**  
**7. Set** the example by behaving in ways that are consistent with **shared values**.  
**8. Achieve** small wins that promote consistent progress and build commitment.

**10 COMMITMENTS Cont.**  
**Encouraging the Heart**  
**9. Recognize** individual contributions to the success of every project.  
**10. Celebrate** team accomplishments regularly.

**7 ESSENTIAL STEPS TO EFFECTIVELY ENCOURAGING THE HEART**  
(Source: Encouraging the Heart: A leader's guide to rewarding and recognizing others by James M. Kouzes & Barry Z. Posner. Copyright © 1993.)  
**1. Set Clear Standards**  
- Identifying personal values is the first step towards credibility  
**2. Expect the Best**  
- Be people oriented and outcomes will occur!!

**PYGMALION EFFECT:**  
A belief so strong that even if others don't believe in themselves initially, the leader's belief - or the teacher's, parent's or colleague's - gives rise to self-confidence, to a belief that **"Yes, I can do it!"**

**7 ESSENTIALS STEPS Cont.**  
**3. Pay Attention:** Find out why they are having difficulty accomplishing a task...is it the task itself or other distractions? It is that the rewards being offered are not ones that motivate them?

**7 ESSENTIALS STEPS Cont.**  
**4. Personalize Recognition:** personalize attention (*situational leadership*) why not recognition?  
- Only 40% of North American workers say they receive any recognition for a job well done.  
- Only 50% of managers say they give recognition for positive performance.

**7 ESSENTIALS STEPS Cont.**

**5. Tell the Story**  
 - Teach from sharing personal experiences.

**6. Celebrate Together**  
 - Emotion

**7. Set the Example**  
 - What would happen if you posted a sign outside of your office that said..."Let's Have Fun!"

"If you treat the illness, sometimes you win & sometimes you lose. If you treat the patient (person), I promise...you will win every time."

- Robin Williams  
 Patch Adams

"You see, a lot of times in the past we were individuals who stood alone. We came to work together but didn't really have a bond. Now we're taking more interest in each other and the conversations aren't so centered around basketball anymore. It's funny, because the more that we know each other better, the basketball is better."

- Rick Fox  
 LA Lakers

Presentation on Group Leadership: FISH! Philosophy and Student Groups

The FISH! Philosophy originated at Pike's Place Fish Market in Seattle, Washington. This four tenet philosophy encourages people to create a successful organization while having a great time.

**FISH**  
 Philosophy  
 and Student  
 Groups

**FISH!**  
 Catch the Energy  
 Embrace the Potential!

**Goal of Presentation**

To help you build a successful organization where students grow, learn and have fun!



**What is the FISH! Philosophy?**


It originated at Pike's Place Fish Market in Seattle Washington. FISH! focuses on loving what you are doing!

**Four Cornerstones of FISH!**

1. Play
2. Make Their Day
3. Choose Your Attitude
4. Be There


**How to Play in your Student Organization**

- Have fun in the work your group does.
  - Crazy Awards.
  - Chants and Mottos.
  - Secret Handshakes.
  - Laughing.
  - Games.
- Happy people treat others well.
  - Only positive people allowed signs.
  - Start each meeting with a group laugh.
  - Respect everybody's time/ energy.




**How to Play in your Student Organization**

- Fun leads to creativity.
  - Brainstorming and energizing activities can increase creativity while having a great time.
  - Fun allows you to get to know your team members better and the more comfortable you feel the better you will perform.
- Being Part of this organization becomes a reward.
  - Keeping fun as part of regular "business" keeps people coming back.




**How to Make their Day in your Student Organization**

- Engage people and welcome them.
- Be inclusive– know EVERYONE's name.
- Focus your attention on ways to make another person's day positive– Better!
- Delegate responsibilities, give people a purpose for joining your group.
- Reward people.
- Recognize special days.
- Give presents.
- Be quick with kind words!




**How to Choose your Attitude in your Student Organization**

- There is always a choice about the way you do your work, even if there is not a choice about the work itself.
  - Never come to a meeting mad.
  - Don't let petty issues come between group members
  - Get others to help on projects.
  - Don't think too highly of yourself in the organization.
- If issues arise, call a meeting and speak from the heart.
  - Create trust by openly communicating.
  - Listen to others points of view.




**How to Choose your Attitude in your Student Organization**

- Find a message that communicates the notion of choosing your attitude in a way that everyone will understand and personalize.
- Provide motivation-- it can be contagious.
- Persist with gusto. Don't let things slide and then become overwhelming.
- Never underestimate even one bad attitude– it can ruin a meeting, event or whole year.
- Never let a bad attitude go unchecked.



**How to Be There in your Student Organization**

- Be fully engaged in the work your group does.
  - Don't IM, text or act distracted in your interactions with the group.
  - Don't always say I have so much to do! It makes people feel that you don't have time for them.
- Take time for yourself each day to keep you engaged when you have to be.
- Make the most of each day.
- Support your group members with a kind word, gesture, deed, or shoulder to lean on.



**The Agreement: Make a pack to implement these group ideals.**

As you interact with this group, please **choose** to make today a great day.  
Your fellow students and yourself will be thankful.

Find ways to **play**. We can be too serious about ourselves.

Stay focused in order to **be present** when your team members most need you.




**The Agreement: Make a pack to implement these group ideals.**

And should you feel your energy lapsing, try this sure fire remedy: Find someone who needs a helping hand, a word of support, or a good ear,--- and **make their day**.



**FISH! Resources**

- Books: [Fish!](#); [Fish! Tales](#); and [Fish! Sticks](#)  
All three titles by Stephen C. Lundin, John Christensen, and Harry Paul
- Web Address; [www.fishphilosophy.com](http://www.fishphilosophy.com)
- Phone: 1-800-328-3789 (ChartHouse Learning)
- Fish Trinkets: Oriental Trading Company  
[www.orientaltrading.com](http://www.orientaltrading.com) or 1-800-228-2269

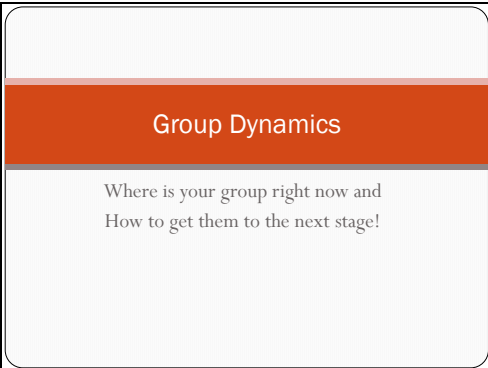



Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.

--Margaret Mead

Presentation on Group Leadership: Group Dynamics

Group Dynamics outlines the five stages of group development as outlined in the work of Tuckman and Jensen. The presentation will help group members to identify activities and characteristics of each stage in order to identify their present stage, as well as, help them progress to the next stage.



**Group Dynamics**

Where is your group right now and  
How to get them to the next stage!

**The Group GOAL to Achieve**

<p><b>Synergy</b></p> <ul style="list-style-type: none"> <li>• Total energy available to a group for the accomplishment of its goal. Where the outcome is usually much greater than the sum of the individual parts.</li> </ul>	<p><b>Cohesion</b></p> <ul style="list-style-type: none"> <li>• All the forces (both positive and negative) that cause individuals to maintain their membership in specific groups. These include attraction to other group members and a close match between individuals' needs and the goals and activities of the group.</li> </ul>
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## 5 Stages of Group Dynamics

What stage of group development is your group at?

- Forming
- Storming
- Norming
- Performing
- Adjourning

## FORMING

In the *Forming* stage, personal relations are characterized by dependence. Group members rely on safe, patterned behavior and look to the group leader for guidance and direction. Group members have a desire for acceptance by the group and a need to know that the group is safe. They gather impressions and data about the similarities and differences among group members and form preferences for future sub-grouping. Rules of behavior seem to be to keep things simple and to avoid controversy. Serious topics and feelings are avoided.

### Major Task of Forming Stage

- Orientation to group members.
- Forming similar concerns.
- Defining tasks.

### Moving Beyond Forming Stage

- Relinquish the comfort of non-threatening topics
- Risk conflict

### Activities to Move a Group Beyond Forming

- Develop icebreakers to help the group become acquainted.
- Review group's mission statement/ purpose.
- Identify expectations.
- Discuss effective meeting management, activity planning and team building.
- Provide "to do" lists.
- Develop personal relationships with each group member.
- Goal setting activities.
- Encourage commitments to projects and each other.

## Storming

The storming stage is characterized by competition and conflict in the personal-relations dimension and/or in the task-functions dimension. As the group members attempt to organize for the task, conflict inevitably results in their personal relations. Individuals have to bend and mold their feelings, ideas, attitudes, and beliefs to suit the group organization. Because of "fear of exposure" or "fear of failure," there will be an increased desire for structural clarification and commitment. Although conflicts may or may not surface as group issues, they do exist. Questions will arise about who is going to be responsible for what, what the rules are, what the reward system is, and what criteria for evaluation are. These reflect conflicts over leadership, structure, power, and authority. There may be wide swings in members' behavior based on emerging issues of competition and hostilities. Because of the discomfort generated during this stage, some members may remain completely silent while others attempt to dominate.

### Major Task of Storming Stage

- Moving from a "testing and proving" mentality to a problem-solving mentality.

### Moving Beyond Storming Stage

- Learning the ability to listen to group members.
- Having an open- mind about group members and their ideas.

## Activities to Move a Group Beyond Storming

- Provide mediation resources when conflicts become too difficult to manage.
- Hold roundtable discussions on issues.
- Conduct a group decision-making activity.
- Develop a "rebuilding" team activity.
- Teach confrontation and communication skills.
- Remind group that the storming stage is normal and a natural part of the formation of a group.
- Challenge group to start sharing ideas more freely and keep an open mind.

## Norming

In Tuckman's *Norming* stage, interpersonal relations are characterized by cohesion. Group members are engaged in active acknowledgment of all members' contributions, community building and maintenance, and solving of group issues. Members are willing to change their preconceived ideas or opinions on the basis of facts presented by other members, and they actively ask questions of one another. Leadership is shared, and cliques dissolve. When members begin to know and identify with one another, the level of trust in their personal relations contributes to the development of group cohesion. It is during this stage of development (assuming the group gets this far) that people begin to experience a sense of group belonging and a feeling of relief as a result of resolving interpersonal conflicts.

## Major Task of Norming Stage

- Learning to share ideas and feelings openly.
- Learning to give feedback to one another.
- Exploring actions related to the task.

## Moving Beyond Norming Stage

- Giving and taking feedback constructively and positively.
- Having high creativity and task action.

## Activities to Move a Group Beyond Norming

- Schedule a more in-depth team building activity.
- Assist the group in developing a new program that will create a tradition.
- Assist in some members taking leadership roles for special programs.

## Performing

The *Performing* stage is not reached by all groups. If group members are able to evolve to stage four, their capacity, range, and depth of personal relations expand to true interdependence. In this stage, people can work independently, in subgroups, or as a total unit with equal facility. Their roles and authorities dynamically adjust to the changing needs of the group and individuals. Stage four is marked by interdependence in personal relations and problem solving in the realm of task functions. By now, the group should be most productive. Individual members have become self-assuring, and the need for group approval is past. Members are both highly task oriented and highly people oriented. There is unity; group identity is complete, group morale is high, and group loyalty is intense. The task function becomes genuine problem solving, leading toward optimal solutions and optimum group development. There is support for experimentation in solving problems and an emphasis on achievement. The overall goal is productivity through problem solving and work.

## Major Task of Performing Stage

- Genuine problem solving.
- Support for experimentation.
- Emphasis on achievement.

## Moving Beyond Performing Stage

- When a group is done with the task at hand or in the case of higher education the year is done.

### Activities to Use for a Group in the Performing Stage

- Be sure that group stays on task.
- Support group by giving feedback about what is going well and what can be improved.
- Advisors should step back and allow your group to do their jobs.

### Adjourning

Tuckman's final stage, *Adjourning*, involves the termination of task behaviors and disengagement from relationships. A planned conclusion usually includes recognition for participation and achievement and an opportunity for members to say personal goodbyes. Concluding a group can create some apprehension - in effect, a minor crisis. The termination of the group is a regressive movement from giving up control to giving up inclusion in the group. The most effective interventions in this stage are those that facilitate task termination and the disengagement process.

### Activities to Use for a Group in the Adjourning Stage

- Develop a closure activity to help the group reflect on what they have learned from their participation and how they have benefited from the group membership during the year.
- Give the group gifts of appreciation for their hard work.
- Conduct an assessment and or evaluation of the year.

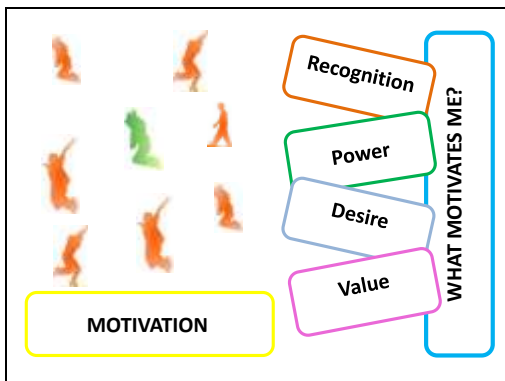
### Information Adapted From:

Tuckman, B. (1965) Developmental Sequence in Small Groups. *Psychological Bulletin*, 63, 384-399.

Tuckman, B. & Jensen, M. (1977) Stages of Small Group Development. *Group and Organizational Studies*, 2, 419-427.


## Presentation on Group Leadership: Motivation

Motivation offers ideas for motivating group members based on their motivators. The presentation focuses on how to motivate group members through ownership and involvement with the organization, recognition and awards, communication and growth opportunities.



Understanding what motivates your staff (group) may be your single most desirable skill. Motives are defined as needs, wants, drives, or impulses within an individual. Motives are directed by an individual's goals, which may be conscious or subconscious. (Hersey and Blanchard, 1988).

**MOTIVATION**




**Extrinsic  
Motivators**

Recognition  
Money  
Achievement  
Power  
Control

**Intrinsic  
Motivators**

Desire  
Passion  
Value  
Service  
Approval

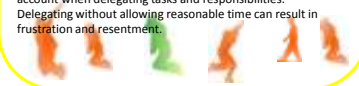
**Two Categories of Motivation**



- Recognition
- Money
- Achievement
- Power
- Control

- Desire
- Passion
- Value
- Service
- Approval

**What are your motivators?**



**Delegate Responsibility**  
Be specific. Do not assume that everyone "knows what you are talking about".

**Be straightforward.** Do not be afraid to assign tasks. Do not assume that others will volunteer.

**Assess the group's strengths.** The more closely you can "match" delegated tasks to members' interests and strengths, the more likely the task will be completed.

**Assess time constraints.** Take time limitations into account when delegating tasks and responsibilities. Delegating without allowing reasonable time can result in frustration and resentment.

**Motivating through ownership and involvement**




**Recognize Achievement.**  
Publically, privately, formally, informally, again and again.

**Provide Rewards.** When appropriate rewards are a great motivator. Even candy can make someone come back to a meeting.

**Encourage Friendly Competition.** For those that thrive on competition provide friendly opportunities that encourage both group cohesion and personal growth.

**Motivating through Recognition and Awards**




**Written Communication.**  
Newsletters, notes, memos, facebook posting, bulletin boards are great ways to promote interaction and sense of belonging.

**Personal Contact.** Get to know everyone in your group, take time to listen, learn and respond to the other members. When someone takes off right away after the meeting, they can be missing out on the best part.

**Ask For Other's Opinions.** When someone feels valued by a group they will continue to contribute. If your group interactions consist of 1 or 2 members talking to everyone, you will lose the others fast.

**Motivating through Communication**



**Provide Training Opportunities.**  
Even learning business office procedure can motivate certain group members. Stress topics that members can find value in.

**Go to Conferences/ Workshops.** Workshops and conferences can do wonders for getting your group energized and on the same page. Team cohesion and bonding also happen when days are spent together.

**Share Information.** Leaders of the group should share as much information as possible with the group members in order for them to learn and feel value.

**Motivating through Growth**

# Presentation on Group Leadership: Putting Together the Pieces: Communication in Groups

This communication presentation will help the individual and group to learn foundational principles of communication and understand empathic listening skills and how to use them as outlined in habit 5, “Seek First to Understand, Then to Be Understood”, by Stephen Covey. The presentation also gives insight into giving and receiving feedback from others and ultimately helps the group build stronger relationships.



## Communication Foundations

“Seek First to Understand, Then to Be Understood” -Habit 5 of Stephen Coveys 7 Habits of Highly Effective People.

So many people want to get their messages across; they forget that there are even other people in the room.

This communication presentation will help you and your group to...

- Learn foundational principles of communication.
- Understand empathic listening skills and how to use them.
- Gain insight into giving and receiving feedback from others.
- Ultimately build stronger relationships.

## Foundation Principle #1

**Sometimes it is hard to listen**

- Barriers to Effective Listening
  - Thinking about other problems.
  - Listening faster than people talk.
  - Tired or bored.
  - Thinking of what you are going to say back.
  - Distracted.
  - You have already made up your mind that you don't care what this person has to say.

## Foundation Principle #2

**We communicate with our whole body**

**Communication**

Category	Percentage
Non verbal/body language	55%
How you say words	38%
Words you use	7%

To be an effective communicator, you need to understand how we communicate.

As you see, the words we use only scratch the surface. The most important aspects are your body language and how you say sounds.

### Foundation Principle #3

**We Communicate through a lens.**

- Understand that others may be using a different communication style and don't assume you understand them.
- Influences on our communication style are:
 

Ethnicity	Gender
Class	Religion
Age	Sexual Orientation
Personality	Education
Geographical Region	

### How to be an Empathic Listener

- Listen with your eyes, heart and ears.
- Stand in the other person's shoes.
- Practice mirroring.
  - Repeat back what the person said- words only.
  - Say it in a different way; express the meaning in your own words. Look beyond words for how the person is using body language and tone of voice.
  - Know when NOT to use mirroring.

» Stephen Covey, Habit 5

### Giving & Receiving Feedback

Feedback goes both ways if you are going to give it you have to be willing to receive it. Feedback is a beneficial and necessary tool for leadership development and to maintain a healthy group!

### Considerations For giving and receiving feedback

- You are Not Perfect
  - Keep in mind your goal should be constant improvement, not perfection.
  - Keep an open mind when receiving feedback.
  - Always think the best of the giver. It is hard to give feedback to others.
- Be Helpful—Not Hurtful
  - Use descriptive and constructive language.
  - Use Examples, don't be vague.
  - Use "I" Statements.
  - Focus on things that can be changed.
  - Do not give feedback when you are angry.

### Considerations For giving and receiving feedback

- Find a Balance
  - Your comments on other's actions should be balanced.
  - Use both positive and constructive feedback.
  - Positive feedback builds trust, which you will need in constructive feedback situations.
- Public vs. Private
  - Find an appropriate venue for constructive feedback, no one wants to be called out in front of their peers.
  - Know the person when giving positive feedback, some like public praise, others don't prefer it.

### Considerations For giving and receiving feedback

- Kindness
  - Don't presume you can make everyone happy.
  - Address concerns of others, but don't think their happiness is the indication of success.
  - When dealing with a negative personality, you may have to thank them for their feedback and let it go.

### Starters

Sometimes getting the conversation started is the hardest part, here are some starters to help you.

**Compliment:** "I noticed today that you went out of your way to..."

**Criticism:** "You are a valued member of our team and I benefit from your skills and talents when you are engaged in our team effort..."

**Compliment:** "I remember when we first started on the executive team together and I have enjoyed watching you grow as a leader who can..."

**Criticism:** "I have enjoyed having you as part of our small group and I feel when you give your full attention to..."



## Presentation on Community Leadership: Community Service Opportunities

Community Service Opportunities outlines five different local opportunities for your group to engage in service. The last slide links to a community website that outlines more options for service in the Winona area.

### Community Service Opportunities

#### Habitat for Humanity

- An ecumenical, grass-roots Christian ministry with the goal of eliminating poverty housing and homelessness. Unwilling to ignore the fact that many Winona County residents live without adequate shelter, Habitat challenges individuals, churches, companies, foundations and other organizations to join in partnership with the poor through Habitat for Humanity-Winona County to change the conditions in which they live. **Phone:** 507-457-0003
- **Email:** [info@habitatwinona.org](mailto:info@habitatwinona.org)
- **Volunteers:** Volunteers are needed to help with construction on Saturdays and a variety of committees. Contact the office to get involved.

#### Clothes Shop at Winona Volunteer Services

- It is an inexpensive source of good used clothing for families and individuals, it provides free clothing to people in certain emergency situations, and it is a place where local residents can donate their unwanted clothing.
- Monday - Friday 9:00am to 5:00pm and on Saturdays from 10:00am - 1:00pm.
- The Volunteer Coordinator at 507.452.5591 ext.14.
- **Contact email:** [sontha@winonavs.org](mailto:sontha@winonavs.org)

#### Grace Place

- Grace Place is a holistic ministry dedicated to serving families by providing grace, acceptance, refuge and resources. They are a non-residential ministry that teaches and models Godly life skills.
- Thrift Store volunteers Tuesday-Friday 10:00 AM -5:00 PM; Saturday 10:00 AM - 1:00 PM 3-4 hour shifts (sorting, cleaning, clerking)  
Office volunteers Tuesday-Friday 8:30 AM-4:00 PM 2-4 hour shifts
- Carla Burton 507-452-2283  
[graceplc@hbc.com](mailto:graceplc@hbc.com)

#### Project FINE

- (Focus on Integrating Newcomers through Education) seeks to help immigrants and ethnically diverse persons to be fully integrated into the Winona County community.
- Fatima Said 507-452-4100
- **Email:** [Pftemp@co.winona.mn.us](mailto:Pftemp@co.winona.mn.us)

#### Resource: The Excellent Adventure

- An independent living program for 16-21 year old youth. Program provides information and skills to young people striving to live on their own.
- **Phone:** 507-457-6470
- **Email:** [thenderson@co.winona.mn.us](mailto:thenderson@co.winona.mn.us)
- **Address:** 171 W. 3rd. St
- **Volunteers:** Contact people: Teri Henderson, Nick Oswald •College interns utilized to assist facilitators in operation of the program.  
•Community volunteers utilized as "expert" presenters on various independent living topics.



Presentation on Community Leadership: Planning a Red Hot Event

Planning a Red Hot Event outlines the steps in planning a successful event. From starting with a creative idea to assessing your work, this presentation offers a great comprehensive approach to planning an event.



**Event Checklist**

*Room Set up?  
Chairs, tables,  
Tech, etc?*

- Contact reservations about room set up. Some specifics to inquire about would be:
  - Time for set up.
  - Sound and tech equipment. Leave yourself plenty of time to check it before event.
  - # of tables and chairs and set up of those.
  - Check to see if electricity capacity is sufficient.
  - Garbage cans.
  - Staging or lighting needs.

**Event Checklist**

*Food- Do you need catering or are you just purchasing food?*

- Does your venue have catering requirements- Lourdes and Kryzsko do.
- If catering contact a few weeks in advance.
- Check out many catering restaurants in town to ensure best quality and price. ( do they take a WSU field order?)
- Create a menu- don't forget plates, cups, napkins, etc.

**Event Checklist**

*Decorations- tables, room, posters, etc.*

- Create a decorations plan.
  - Table décor.
  - Table cloths.
  - Room decorations.
  - Special posters or signage to the room.
- Create supply list.
- Take time to find decorations- use online sources if necessary. Give yourself a few weeks to get online supplies.

**Event Checklist**

*Event Activities- What is going to happen?*

- Create schedule for event.
- Start with giving ample time for set up and take down.
- Create supply list for activities.
- Create program or handouts if necessary.
- Think of things that could go wrong like technology failing or someone not showing- brainstorm Plan Bs.

**Event Checklist**

*Supplies- What do you need to buy and how will you purchase it?*

- Make supplies list for:
  - Food.
  - Table/ room decorations.
  - Activities and events.
  - Clean up.
  - Promotions.
- Make sure you understand University purchasing policies.
  - Using a credit card.
  - Reimbursement.
  - Field purchase orders.
- Decide who is shopping and where they are going to go.
- Always make sure that the store you are going to accepts the purchase method you are using. Remember WSU is tax exempt.

**Event Checklist**

*Budget- what is your budget and how to spend it?*

- Write up detailed description of your expenditures and compare with the amount of money you have budgeted for the event.
- Look for additional resources through co-sponsorship or special request through Senate.
- As you purchase things for the event, keep a spread sheet of actual expenditures and compare it to your detailed budget.
- Make adjustments as necessary.

**More logistics**

- **Who are your people power?**
  - ✓ Clean up and set up.
  - ✓ Shopping.
  - ✓ Decorations.
  - ✓ Running the event.
  - ✓ Promotions.
  - ✓ Create group expectations.
- **Who do you need to notify on campus about your event?**
  - Security.
  - Advisor.
  - Student Activities.

**Promotions and Publicity**

➤ **Your awesomely planed event has to be promoted. Please see the presentation entitled,**

**“ Promoting your Group”**

**to get ideas on the best ways to publicize your event.**

### Week of Event Details

- ❑ Confirm all performers.
- ❑ Confirm food orders.
- ❑ Confirm technical equipment.
- ❑ Confirm volunteers.
- ❑ Confirm reservations.
- ❑ Make sure all publicity is out and appropriate websites have been updated.
- ❑ Be sure payment has been organized. Pick up checks and hand in field orders.
- ❑ Check that the room is properly set up and cleaned.
- ❑ Make sure all supplies have been purchased and have arrived.
- ❑ Make sure communication lines are open among group members- exchange cell numbers.

### Assessment

- **Make sure to assess your work.**
- **Short Surveys at the event.**
- **Talk to people who went to event.**
- **Debrief with the staff who planned and executed the event.**
- **Follow up email, if attendance was taken at the event.**
- **Send thank you notes!**

## Presentation on Community Leadership: Promoting your Group

Successful promotions can make the difference in the size, effectiveness and success of your group and your group's events. Promoting your Group covers the basics of promoting your message, writing a press release, the basics of creating a great flyer and promoting beyond the flyer.

### Promoting your Group

*Successful Promotions can make the Difference*

*This presentation will cover:*  
*The Basics of Promoting your Message*  
*Writing a Press Release*  
*Ideas for Promoting Beyond the Flyer*  
*The Basics of a Great Flyer*

### Basics of Promoting your Message

- Consistent and easily communicated message or slogan.
- Consistent and simple logo.
- Use a variety of promotional methods.
- Promotions should
  - Grab Attention
  - Insight Interest
  - Create Desire
  - Call to Action (AIDA)

### Writing a Press Release

is a great way to get information about an event out to the campus community.

- **Tip #1- Use inverted pyramid structure**
  - Put the most important or enticing information first.
  - Don't bury your best stuff near the bottom.
  - For example
    - "A 500 bookstore gift certificate will go to the winner of this year's physical challenge..."
    - » Compared to
    - "The wellness club is holding its 5<sup>th</sup> annual physical challenge. This event is open to all students and a 500 bookstore gift certificate will go to the winner."

### Writing a Press Release

- **Tip #2- Include all the important information**
  - 5 Ws
    - Who
    - What
    - When
    - Where
    - Why

## Writing a Press Release

- Tip #3- Keep it simple
  - Use plenty of action words and few filler words.
  - Use short sentences and paragraphs.
  - Avoid passive voice or negatives.
  - For example
    - Use “ He announced...”
    - Not “ It was announced...”
    - Use “ Workers rejected the offer...”
    - Not “Workers decided not to accept the offer...”

## Writing a Press Release

- Tip #4- Include formatting items
  - Include:
    - Release date
    - Contact information
    - Headline
    - Dateline
    - Proper ending

(Information on writing a press release was adapted from Paperclip Communications)

## Go Beyond the Flyer

- Lopsided Signs
- Crossword puzzles
- Door hangers
- Laminate a sign for the shower or a sign in a zip lock bag
- Write *sdrawkcaB* (backwards) on a poster
- Teasers
- Write a dear john letter to the floor and hang in bathroom
- Puzzle pieces
- Bookmarks
- Offer free prizes
- Fake dollar bill with activity information on back
- Photos of residents on posters
- Coupons
- Bulletin board calendar
- Buttons
- Putting messages inside balloons
- 3D signs

## Go Beyond the Flyer

- Symbolic shapes
- Personal invites
- Sidewalk chalk
- Costumes
- Hidden messages
- T-shirts
- Message boards
- Toilet paper
- Have program info as your IM away message
- Use elevators
- Footprints leading to program
- Mailbox stuffers
- Phone-a-thon
- Magazine pictures
- Upside down posters
- Signs reflecting in mirrors
- Table tents in café

## Go Beyond the Flyer

- Floating signs from trees or ceiling
- Walking signs
- Fashion show in high traffic place to advertise for dance
- Signs leading to event with different words on each sign
- Email professors to announce in their classes who may have an interest in topic
- CROWD WANTED POSTERS with rip off tabs
- Cups on top of fence posts spelling out your event
- Flyers next to clocks
- Attach streamers to posters
- Tray liners for café trays!!!
- Make up a jingle and play in a high traffic zone over and over again
- Video “commercials” that play on visible TV
- Use CD/DVD or book covers

## Creating a Flyer

- Make sure the basics are on the flyer (when, where, what, why, who).
- The eye travels the flyer in a Z shape starting with the top right, so help the reader out.
- End with your logo in the bottom left of the flyer.
- Test out your flyer by looking at it quickly and asking yourself, “what do you see first?” Is that what you want the reader to see first?
- Use eye catching graphics or pictures, but don't pollute the flyer by making it too busy.

## Creating a Flyer

- Make sure your flyer calls the reader to some action, such as, “Come to Game Night.”
- Attention is earned through the use of strong contrasts, color, and effective treatment of the headline, illustration and negative space. These are all important!
- Colors can achieve maximum effectiveness by only using 1 or 2 colors. Try these combinations red & green, purple & yellow, blue & orange, or red & blue. A major color with a splash of another color will attract attention.

## Presentation on Community Leadership: Recruiting and Retaining Members

Recruiting and Retaining Members breaks down the question, “Why do people join groups?” The presentation also outlines the steps of designing a recruitment campaign, as well as, retaining the members once you get them.



## Recruitment Campaign

- **Step 4**
  - Executing your campaign
    - Hang your signs in areas that people who may be interested will see them. Target audiences by what buildings or areas you put your signs in.
      - For example using the science building as the hub of recruitment for science related clubs.
    - Have each member email/contact 4 other people to join the group.
    - Use creative ways to get your message across (look at the power point on publicizing events)
      - Sidewalk chalk
      - T-shirts
      - Facebook

## Retaining Membership

- **Delegate responsibility**
  - Don't fall into the old "it's-easier-to-do-it-myself-than-explain-it" syndrome.
  - Allow others within your group to experience the good feelings that go along with successfully completing a given task.
  - Grant responsibility and the authority to make decisions. Create a system of accountability.

## Retaining Membership

- **Orient new members**

*Orientation is not simply "telling" about your organization; it is acting in a manner that allows new members to become and stay a part of your group.*

  - Take the time to help new members become a part of the group.
  - Meet with them over lunch or coffee and talk about your organization with them.
  - Find out why they were attracted to it and if they have any special skills or talents you should be aware of.

## Retaining Membership

- **Match the person to the job**
  - Take advantage of the special skills and talents of your group members. Not only does this benefit your organization, but it also gives individual group members an opportunity to "shine."
- **Involve everyone**
  - People have a tendency to support what they help create.
  - The more input your group members have in making decisions, the more likely they are to participate in implementing them.

## Retaining Membership

- **Recognize a job well done**
  - Nothing works quite as well as a "pat on the back" for a job well done.
  - Take a moment to reward good effort on the part of your group members and recognize the work they put into the tasks you them.
  - Appreciation of their efforts goes a long way toward ensuring their future cooperation.

## Retaining Membership

- **Allow for personal growth and development**
  - Encourage and make room for those individuals who might be aspiring to your leadership position.
  - Take the time to let them know that rather than feeling threatened by their interest that it's nice to know that someone is interested in assuming a responsible position within the organization.
- *After all, you'll be graduating some day!!*

## Retaining Membership

- **Make it fun to belong to your organization**
  - While belonging to an organization requires that group members assume certain responsibilities, the experience of being a member of your organization should, above all, be a pleasurable one.
  - Be sure to include group social activities at least once a semester so that everyone has an opportunity to mingle, relax, and enjoy each other's company.
  - See the Fish Philosophy presentation.

## **Leadership Manual Web Part**

The leadership manual is divided into the same three categories of the Social Change Model of Leadership: individual, group and community. Under these three perspectives, there are pages that pertain to the leadership in those areas. These pages were purchased for web use and photo copying from Paperclip Communications. Students and advisors would be able to print this information and hand it out to their groups or use it in anyway for educational purposes.

### Leadership Manual Structure

#### **Leading Yourself (Individual)**

##### Leadership Principles

**Ethical leadership:** This page goes over the 5 basic ethical principles of leadership; do no harm, act to benefit others, show respect for each person, promote justice and be faithful, keep promises. It directs students how to live out those principles in their everyday leadership interactions.

**Follow through and the power of a promise:** This page outlines what effective follow through looks like and how to use it to become a trust worthy leader.

**Inclusive leadership:** These pages give you tips to ensure that you are being an inclusive leader. It helps you to identify ways to overcome looking past people and not seeing their full leadership potential.

**Passion and purpose:** This page offers some reflection questions for the leader to use to identify their passion and purpose.

**Social change:** This page looks at the Social Change Model of Leadership Development and the basics of participatory leadership.

**Social responsible leadership:** This page gives the leaders tools for looking at how they do leadership. The acronym CHARACTER outlines the areas to evaluate and work toward greater social responsibility in your leadership.

**Burnout:** This page will give the student leader information on what causes burnout and how to stay balanced in order to be an effective leader.



Fabulous facilitator: Looking at the top 10 characteristics of effective facilitators, this informational page gives you tips on how to be a fabulous facilitator.

Getting and staying organized: Using the acronym SIMPLE, this information help you with strategies on getting and staying organized.

Giving and receiving feedback: This page gives you basic elements of how to give and receive feedback. Feedback is a tool for continued leadership growth and it is very important that we know how to take it.

Priority pinwheel: This page asks the student to identify all the roles they play in life; sister, friend, student leader, student, worker, etc. After they are identified, it directs them to assess what the top 5 are and set your priorities around those without forgetting the others.

Public Speaking: This page gives you pointers on speaking and getting past being nervous. The second part gives you very basic PowerPoint information for a good presentation.

Quotes: Just a page of quotes that have to do with leadership. The leader can use this information in a presentation, for group discussion or to decorate their office.

Setting goals: This page looks at the importance of goal setting and using the acronym SCORE gives you a simple formula for setting efficient and achievable goals.

Talking to your family: This page gives you pointers on talking to your parents about your co-curricular life and why it is important.

Time flies: Offers tips on time management and reflection questions to assess how the student is doing in this critical area for success.

Working with difficult people: This page helps you to identify what difficult behavior can look like, how to keep your cool in addressing it, and the difference between a display of confidence verses attitude.

## **Leading Others**

### Leading in an Organization

Budgeting basics: This page outlines how to do a lot on a very little budget as well as the different categories in organizing your budget.

Committee work: This page outlines the different types of committees that can exist in an organization and how to manage them to avoid chaos and confusion.

Conference attendance: This page gives you helpful hints to consider when going to a conference.

Constitution basics: This page shows the basic outline of a constitution and what each section contains.

Contracting tips: This page goes over the vocabulary used in contracts and the do and don'ts of contracting with professionals.

Meeting management: This page outlines effective meeting strategies to make the most of your time and others' time.

Planning a successful retreat: Retreats are great tools to regroup, review, reflect or resume, but they require careful planning. This page asks questions that will allow the planner to reflect on why they are having the retreat and tips for planning a great one.

Recognition rewards: This page outlines ways to recognize others and say thank you.

Robert's Rules of Order: Gives you the basic premise behind parliamentary procedure and Robert's Rules of Order.

TEAM: This page outlines the characteristics of teams that work and those that do not. It also gives you four tips for being an effective team member and four ways to build your team.

Transition and training: Transitions in student organizations are very seldom smoothly orchestrated. This page outlines the dos and don'ts of transition and lists questions the incoming leaders should ask the outgoing leaders.

Vision and mission: This page outlines how to create a collaborative mission, how to create vision statements and how to maintain your mission.

### Working with Others

Collaboration contract: This document is a contract to use in a group setting so that everyone is on the same page. By going through a series of questions, it allows the group members to discuss their behaviors, beliefs and respectful working relations.

Controversy and conflict: This page outlines tips on managing conflict and making a potentially bad situation turn out for the good of those involved.

**Empowerment:** This page looks at how to empower emerging leaders to take over the leadership responsibilities in an organization.

**Holding others accountable:** This page tells you how to create expectations and to keep people accountable to those expectations.

**Motivation:** Using the acronym MOTIVATION, this page offers the student leader tips on motivating others and themselves.

## **Leading in Community**

### Planning Successful Activities

**8 simple steps to successful programming:** These pages outline 8 simple steps to a successful program and elements of backwards planning.

**Accessibility and events:** This page offers tips on making your events accessible to all people and the proper language to use in addressing ability issues.

**Backwards planning:** In addition to the 8 steps to successful program, this sheet offers an in depth look at backwards planning and how to incorporate a calendar into your event planning system.

**Creative program titles:** This page gives you catchy titles and ideas for your titles in event planning to get the maximum amount of participation.

**Event check list:** This page is a checklist to help you plan a successful event.

**Greening an event:** This page outlines helpful tips on having environmentally friendly events.

**Workshop evaluation:** This page is a sample workshop evaluation.

### Leading in your Community

**Celebrating diversity:** This page goes over the basics of using an inclusive vocabulary.

**Civic engagement and service:** This page's intent is to motivate your group into service activities and how to get the most growth from those experiences.

**Cultural etiquette:** This page looks at cultural etiquette examples from China, Turkey, India, Germany and Mexico.

Healthy collaborations: This page gives you ideas on how to collaborate with the community and how to be an effective leader in that situation.

Looking beyond usual suspects: This page has different ideas for training areas for your organization.

Social host liability laws: This page outlines important considerations when hosting any event with alcohol, whether formally or informally.

Working with VIPS: This page looks at a leader's manner and etiquette in working with your campus and community VIPS.

### Promoting your Group

Promoting your group: This page has effective practices for promoting your group or event.

Publicity pizzazz: These pages have creative ideas for promoting your group's event.

Recruiting and retaining members: This page looks at why people join an organization and what a successful recruitment process looks like.

## **Team builders and Icebreakers Web Part**

Students groups are always looking for new and exciting ways to get people together at meetings or trainings. There are so many team builders and icebreakers on the web and in books, the information can be daunting. With ten years of experience conducting these activities, the information on this web part offers the best icebreakers and team builders I have used. The student is able to read a short description to identify if the activity will suit the organization's goals before opening up the full file.

## Team builders

The 23 team builders included in this web part cover leadership objectives such as increasing a groups' communication, creative thinking, problem solving and listening abilities. Each activity is linked to a full word document with a description on how the activity is done.

Name	Brief Description
<a href="#">ALL ABOARD.docx</a>	Try to get everyone on something. Using communication, team work and problem solving.
<a href="#">All Tied Up.docx</a>	To work as a team while your wrists are tied together.
<a href="#">Bag skits.docx</a>	Using creativity with what you are given.
<a href="#">Change is in the air.docx</a>	Get the group talking about an upcoming change or new direction.
<a href="#">Circle Tag.docx</a>	For the group to learn to work together as a team.
<a href="#">Egg Drop Activity.docx</a>	To achieve an objective using team work and creativity.
<a href="#">flip.docx</a>	Try to flip a sheet while not allowing anyone off the sheet. Fun activity for problem solving.
<a href="#">Following Instructions.docx</a>	This exercise demonstrates the importance of not jumping to conclusions when following instructions.
<a href="#">Frozen T.docx</a>	Fun activity using team work to thaw out a frozen t-shirt.
<a href="#">Human knot.docx</a>	Can be used as an icebreaker or to demonstrate team work skills and communication.
<a href="#">Lego Activity.docx</a>	Using communication to describe a lego construction to your team members.
<a href="#">LISTENING SKILLS DRAWINGS.docx</a>	Listening skills to duplicate what another person sees.
<a href="#">PENNY FOR YOUR THOUGHTS.docx</a>	Positive team building by exchanging good thoughts about others in the group.
<a href="#">prui.docx</a>	Activity that builds trust among team members by creating a "prui" or a blob.
<a href="#">Snowball Fight.docx</a>	Activity that allows anonymous discussion about frustrations or concerns.
<a href="#">Spelling Objects.docx</a>	Good exercise for developing teams by spelling a word with what they have on them.
<a href="#">touch someone who closing activity.docx</a>	A great activity to give closure to an event or retreat.
<a href="#">web of appreciation.docx</a>	Another activity to close a retreat or build morale.
<a href="#">what is in a name.docx</a>	Team members share who they are by dissecting their names.

<a href="#">what you don't know.docx</a>	Writing a positive remark on every team members' back.
<a href="#">Working Together.docx</a>	Working in teams to brainstorm different uses for a commonplace object.
<a href="#">You fill me up.docx</a>	A closing activity where each person says what they contribute to the group while filling up a pitcher with water.
<a href="#">Zoom.docx</a>	Making a story through wordless pictures.

## Energizers

The 13 energizers included in this site are activities used to get people moving around. These just for fun activities are a great way to break up a long training or workshop.

Name	Brief Description
<a href="#">All My Neighbors or Move your Butt.docx</a>	Finding commonalities through a high energy game.
<a href="#">BALLOON TAG.docx</a>	Balloon popping game.
<a href="#">BLOB TAG.docx</a>	Creating a blob through tag.
<a href="#">famous people.docx</a>	Getting conversations started by trying to figure out the famous person on your back.
<a href="#">Grab the Finger.docx</a>	High energy finger game done in a group.
<a href="#">HAGOO.docx</a>	This is great when you need a old style western shoot off to get the energy going.
<a href="#">I LOVE YOU.docx</a>	Trying to get people to laugh by close contact and saying i love you.
<a href="#">Marshmallow soakem.docx</a>	Just a game of marshmallow dodge ball.
<a href="#">newspaper hockey.docx</a>	Hockey played with newspapers as hockey sticks.
<a href="#">Screamer.docx</a>	Screaming activity to de-stress.
<a href="#">SPUD.docx</a>	Game with a ball-- just for fun.
<a href="#">To Do list.docx</a>	Have everyone write a to-do list before a training session, so that they can focus on the training at hand and not think about what they need to do later.
<a href="#">toilet paper wrap.docx</a>	Creating crazy things with people and toilet paper!

## Get to know you games

Every group needs activities that allow members to get to know other members. Out of the 14 activities listed in this section, there are a lot of name games used to memorize people's names, but also other activities that disclose personal information beyond one's name.

Name	Brief Description
<a href="#">2 truths and a lie.docx</a>	People write down two truths about themselves and a lie. Then introduce the three "facts" to the rest of the group who tries to guess which one is a lie.
<a href="#">ADJECTIVE NAME GAME.docx</a>	Each person thinks of an adjective that describes them and starts with the first letter of their name.
<a href="#">Blanket NAME GAME.docx</a>	Hiding behind a blanket until the last minute the two see who can say each other's name first.
<a href="#">Bus Interviewfortrips.docx</a>	When going on a long bus ride, have the members interview each other and introduce the other when they reach their destination.
<a href="#">concentration name game.docx</a>	Saying everyone's name in a group to a beat.
<a href="#">Favorite T.docx</a>	Everyone wears their favorite T-shirt and talks about it.
<a href="#">fear in a hat.docx</a>	People write personal fears anonymously on pieces of paper which are collected. Then each person reads someone else's fear to group and explains how the person might feel.
<a href="#">Four Corners.docx</a>	Using a large area, have 4 corners designated. Ask questions that have the participants choose among 4 options.
<a href="#">GROUP JUGGLING.docx</a>	Remembering names while throwing objects to each other.
<a href="#">Guess Who.docx</a>	Each group member has another members name on their back. By asking questions they have to find out who it is.
<a href="#">Have you ever.docx</a>	Active, fun group activity to explore and celebrate the rich diversity of people's past experiences. Works well with large groups.
<a href="#">It Aint me babe.docx</a>	Get to know you activity through non-verbal interactions.

<a href="#">name aerobics .docx</a>	Each person says their name and does a motion. By the end you look like you are doing aerobics while learning names.
<a href="#">personal bingo.docx</a>	Finding others in the group that match the category on your bingo card.

## **Leadership Library Web Part**

Included in the portal site is a wiki book review site entitled, “leadership library.” Currently there are 16 leadership books that may be of interest to college student leaders. Since the web part is a wiki, a student could add to the web part by putting their own book review on the site or adding their comments to a current book that is on the library. The books that are currently on the site are:

### Working with Emotional Intelligence

Author: Daniel Goleman

### The 7 Habits of Highly Effective People

Author: Stephen Covey

### The 108 Skills of Natural Born Leaders

Author: Warren Blank

### Credibility: How Leaders Gain and Lose it, Why People Demand it

Authors: James Kouzes and Barry Posner

### Great Communication Secrets of Great Leaders

Author: John Baldoni

### Encouraging the Heart

Authors: James Kouzes and Barry Posner

### 29 Leadership Secrets



Author: Robert Slater

The Student Leadership Guide

Author: Brendon Burchard

Exploring Leadership: For College Students Who Want to Make a Difference

Authors: Susan Komives, Nance Lucas, and Timothy McMahon

The Leadership Challenge

Authors: James Kouzes and Barry Posner

Leadership Theory and Practice

Author: Peter Northouse

Leading Change

Author: John P Kotter

Your Leadership Legacy: Why Looking Toward the Future Will Make You a Better Leader Today

Authors: Robert Galford and Regina Fazio Maruca

Students Helping Students: A Guide for Peer Educators on College Campuses

Authors: Steven C. Ender and Fred B Newton

FISH: A Remarkable Way to Boost Morale

Authors: Stephen C Lundin, Harry Paul, and John Christensen

Who Moved My Cheese?

Author: Spencer Johnson

### **Leadership Links Web Part**

The Leadership Links web part has links to leadership websites that may be of interest to college students. Students, faculty or staff could add their own link to the site as well.

The current links are:

URL
<a href="#">Center for Creative Leadership</a>
<a href="#">Center for Ethical Leadership</a>
<a href="#">International Leadership Association</a>
<a href="#">Leadershape</a>
<a href="#">Leadership Organizations</a>
<a href="#">National Clearinghouse for Leadership Programs</a>
<a href="#">National Student Exchange</a>
<a href="#">Teaching Tolerance</a>
<a href="#">The James MacGregor Burns Academy of Leadership</a>
<a href="#">The National Outdoor Leadership School</a>
<a href="#">The Robert K. Greenleaf Center for Servant Leadership</a>

### Request for a Training or Presentation Web Part

The portal contains an online form for requesting a training or presentation. A student group who is interested in getting some specific training in drafting their constitution or public speaking for example could submit this form. Tracy Rahim, Associate Director for Student Activities and Leadership, would receive these requests and respond to them accordingly.

Request a workshop or presentation form:

<b>Topic of Training *</b>	<input type="text"/>
<b>Group or Organization Name</b>	<input type="text"/> What organization or group is requesting this training?
<b>Contact Person-Name</b>	<input type="text"/> Who should be contacted about this?
<b>Contact Person's Phone</b>	<input type="text"/>

<b>Contact Person's Email</b>	<input type="text"/>
<b>Brief Description of Training or Presentation you are requesting.</b>	<div data-bbox="423 279 1419 785"> </div> <div data-bbox="423 785 1419 877"> <p>Brief Description of training or presentation you are requesting.</p> </div>
<b>Date and Time</b>	<div data-bbox="423 894 1354 982"> <input type="text"/> <span data-bbox="1101 894 1354 982"> <input type="text" value="12 AM"/> <input type="text" value="00"/> </span> </div> <p>Date and time you would like this presentation or training?</p>
<b>Alternate Date and Time</b>	<div data-bbox="423 1052 1354 1140"> <input type="text"/> <span data-bbox="1101 1052 1354 1140"> <input type="text" value="12 AM"/> <input type="text" value="00"/> </span> </div> <p>Is there any other date and time that may work?</p>
<b>Length of Training</b>	<div data-bbox="423 1209 581 1255"><input type="text"/></div> <p>What is your desired time frame?</p>
<input type="text"/>	

### Leaders at Winona State Contact List Web Part

The leaders at Winona State contact list is an online directory that leaders could choose to enter their information for other leaders at Winona State to view. This is a completely voluntary form that would be up to the student to fill out or not.

## **Leadership Discussion Board Web Part**

The portal site offers a discussion board feature where students can offer a topic to be discussed and have other students comment on what they said or offer their own discussion topics. This could be used as a great tool to use for follow up after a training or workshop has occurred.

## **Leadership Spot Light**

On the main page of the student leadership portal is an announcements section entitled, "Leadership Spot Light". The information that is highlighted in this section pertains to activities and issues that a student leader may be facing at the specific time of year. For example at the beginning of the year information on running a meeting, recruiting new members and get to know you activities are highlighted. Each month there will be a book on the main page with the short description of the contents to get students interested in checking out the leadership library wiki. On the August/September leadership spot light the book, Exploring Leadership: For College Students Who Want to Make a Difference, is highlighted. The get to know you activity of the month that is linked to the main page is "It Ain't me Baby," which is a non verbal introduction activity that is fun to do as well as emphasizing the importance of non verbal communication. The leadership manual page that is linked to the main page is on running your first meeting and the leadership PowerPoint presentation that is linked is on recruiting and retaining new members.

On the right side of the main page there are links to relevant Winona State web and portal pages. Students can update their personal view of this page and add in their own links to this section.

### **Assessment of Web Site**

In the final stages of the development of the website, meetings were conducted with Tracy Rahim, Associate Director of Student Activities and Leadership, Lucas Wolf, member of football team and on the Leadership Advisory Board and Mary Palin, an Assistant Director at Lourdes Hall and on the Leadership Advisory Board. In each of these meetings the contents of the website were discussed as each viewed the site. After a full introduction to all the web parts the following questions were asked:

#### Evaluation of Portal Site for Leadership Development

1. How could you envision this portal site being used by student leaders?
2. Which web parts do you think will be most utilized by student leaders?
3. What would be the best way to promote this portal site in the fall semester?
4. Are there any topics or web parts missing from this portal site?
5. What improvements could be made to the site?
6. Other Comments or questions about the site...

In summary the evaluations were favorable; participants thought that the site would mostly be used by current student leaders who need resources for their leadership pursuits. The presentations and team builders sections were projected as the web parts to be used most by the students. In looking at ways that the website could be improved, the suggestion was made to have a page that explains how students interact with the portal site. The comment that students may not be comfortable using the portal site at first was mentioned and any way to make it more user friendly with instructions was a welcomed change. The different ways to promote the site were also discussed in these

meetings. Suggestions were posters, ASO meeting, using the site in leadership development trainings, links on various websites, WSU update and emails.

Given the nature of this portal site feedback given at any time can and will be incorporated in the portal website by myself or Tracy Rahim. Any student, faculty or staff member can contribute their own information to the site to improve the content information. Anytime something is added Tracy Rahim will be contacted so that the information can be reviewed for accuracy.

In addition to these meetings a survey was attached to the portal site that will allow the user to contribute their anonymous feedback. Surveys will be monitored by myself and Tracy Rahim.

Give Feedback on this Site:

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Which web parts did you access on this site?

- Leadership Manual
- Leadership Presentations
- Team builders or Icebreakers
- Leadership Library
- Leadership Links
- Request for Training or Presentation
- Leadership Contacts
- Discussion Board

---

Which web parts did you find most beneficial to your leadership development needs?

- Leadership Manual
- Leadership Presentations
- Team builders and Icebreakers
- Leadership Library
- Leadership Links
- Request a training or presentation
- Leadership Contacts

Discussion Board

Please only rate the web parts you used.  
 Was the web part easy to use and understand?

	very difficult		usable/ understandable		highly usable/ understandable
	1	2	3	4	5
Leadership Manual	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership Presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Team builders and Icebreakers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership Library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership Links	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Request a Training or Presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership Contacts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussion Board	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please only rate the web parts you used.  
 The quality of the information was...

	Low		Average		High
	1	2	3	4	5
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Leadership Manual



Leadership Presentations



Team builders and Icebreakers



Leadership Library



Leadership Links



Request a Training or Presentation



Leadership Contacts

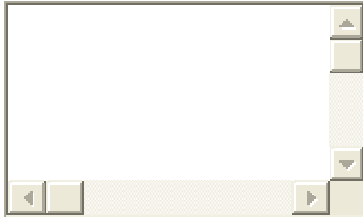


Discussion Board



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Please give us your comments on this site.



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Is there anything that should be added or changed?



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How did you find this portal site?

## Promotions

The Student Leadership Development portal page will be promoted to students and faculty in the fall 2009. There are many ways that this site will be promoted.

1. Direct email to all club and organization advisors. I could see this as a monthly email highlighting information that would be applicable to their club or organization to encourage advisors to use the information.
2. Direct email to all executive members of clubs and organizations, resident assistants, student government members and any other student club listing I can get a hold of.
3. Highlighted on the WSU update.
4. Directly linked to various websites and portal pages. Pending permission from the owners of these websites, I can envision this site being linked to Student Union and Activities web and portal sites, Student Senate portal site, Residence Life portal pages, and the Student Resource Center website.
5. Flyers and posters around campus.
6. Announced and used at leadership development activities on campus.

Tracy Rahim and I will be using the above methods for promoting this portal site to the student leaders on campus as well as looking for ways to incorporate it into the various programming efforts that happen at Winona State.

## Resources Used in the Creation of the Portal Site

### Student Leadership Manual

Klumpyan, Tamie & Phillips, Julie (2008). Student Leadership Lessons: Fact Sheets to Help Leaders Lead. Little Falls, NJ: Paper Clip Communications.

### Leadership PowerPoint Presentations

13 Behaviors of High Trust Leaders:

Covey, Stephen R. (2003). The 7 Habits of Highly Effective People. New York: Free Press.

Visionary Leadership:

Kouzes, James M. & Posner, Barry Z. (1995). The Leadership Challenge. San Francisco, Jossey- Bass.

Kouzes, James M. & Posner, Barry Z. (1999). Encouraging the Heart: A leaders guide to rewarding and recognizing others. San Francisco, Jossey- Bass.

Fish Philosophy:

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

Group Dynamics:

Tuckman, B. (1965) Developmental Sequence in Small Groups. Psychological Bulletin, 63, 384-399.

Tuckman, B. & Jensen, M. (1977) Stages of Small Group Development. *Group and Organizational Studies*, 2, 419-427.

Putting Together the Pieces: Communication:

Covey, Stephen R. (2003). *The 7 Habits of Highly Effective People*. New York: Free Press.

Klumpyan, Tamie & Phillips, Julie (2008). *Student Leadership Lessons: Fact Sheets to Help Leaders Lead*. Little Falls, NJ: Paper Clip Communications.

Planning a Red Hot Event:

Klumpyan, Tamie & Phillips, Julie (2008). *Student Leadership Lessons: Fact Sheets to Help Leaders Lead*. Little Falls, NJ: Paper Clip Communications.

Promoting your Group:

Klumpyan, Tamie & Phillips, Julie (2008). *Student Leadership Lessons: Fact Sheets to Help Leaders Lead*. Little Falls, NJ: Paper Clip Communications. (writing a press release information).

## Appendix A

### **If the decision was solely in your court, what would be the one most important “thing” that you would incorporate into your leadership program and why?**

- Activities to motivate your peers
- Give more real practice changes for the participants because practice makes perfect
- Having students understand their goal and how to achieve it. If students don't know where they are going, they cannot lead anyone there.
- Require each student to get involved in at least one club/organization, or group through WSU. It will benefit them in the long-run and they will meet a diverse group of people.
- I truly believe a leader needs to be charismatic and a great speaker to get attention from anyone. I would want to incorporate presentations by the group on various topics. Also, a presentation on what habits people have when they speak in public.
- Teamwork skills are absolutely necessary for leaders because they will likely have to delegate activities or planning or objectives to clubmates to accomplish tasks.
- I would incorporate a program with a realization and development of personal values and then lead those skills into a leadership program promoting motivation, responsibility, role modeling and service.
- It would be acceptance of others because with that comes many more important qualities like being open-minded and patient. If we all could learn to look past the exterior, the world would be a better place.
- An emphasis on transition training. Too often in clubs that I'm a part of, mistakes and confusion is the result of no transition training having taken place.
- The one most “important” thing is teamwork activities, so people can learn to get to know each other and work together better easier.
- I would incorporate how to communicate well with others because from my experience as a student leader, poor communication is one of the biggest problems.
- I would really focus on the idea of collaboration in the leadership program. It is important for a leader to be able to individually lead and direct others, but it is also imperative that a leader knows how to function collaboratively in a group. Leadership positions often involve a group of people, so leaders should know how to utilize the talents and perspectives of each group members in order to develop a creative solution or plan of action.
- Being open (broad) minded-because I believe people really need to be able to step out of their box and see things from a different perspective. If you can see something from a different point of view, you can solve problems easier because you can see all the options.
- The ability to work in a diverse group of individuals.
- Open discussion breeds ideas and gives everyone the opportunity to make a difference

- Having students work together on a project that is volunteer work and does something positive for the community because it makes the school and students look good and feel good about doing something for the community.
- Building up the societal/community values because not only are you building up the community for the better but you are as well building yourself. Plus, it creates a strong positive image for WSU.
- An individual based self-growth, personal awareness aspect. I think it is important to understand and know yourself and what your talents are and by doing that you gain confidence and become a better leader.
- I would definitely include an activity or something that involves improving communication skills is important in all aspects of leadership so I feel it is one of the most important things to cover.
- How to be a leader that people like, respect and listen to. This is important because you can be a leader but won't do much good if no one follows.

## **Appendix B**

**List the 5 most important leadership skill areas that every graduate from WSU should have experience in.**

- Networking, running groups, communicating, responsible, listening
- Collaboration, organized, productive, creative, ability to work with diverse people
- Setting goals/being goal-oriented, committing to their goals, understanding how they react to a leadership role (PI test) and what kind of leader they are, knowing how groups react to different leadership styles, self confidence—nobody follows a leader who does not believe in himself/herself.
- Communication, personable, teamwork, confidence, creativity or diversity
- Public speaking, community involvement, mentoring/educational investment, being in charge of a large or small group, organizing events
- Congruence, collaboration, common purpose, commitment, controversy with civility
- Role modeling skills, responsibility, organization, service, charismatic skills
- Communication, dedication, acceptance of other cultures, flexibility, setting a positive example
- Public speaking/debate skills, organization, how to best delegate/set up committees, knowing how to network/use available sources to find opportunities for the group, knowing how to handle money and budget for a group
- Teamwork, open-minded, listening skills, good organization, respect
- Inspiring, dependable, respectful/fair to others, motivated, work collaboratively
- Communication, confidence, initiative/motivation, teamwork, organization
- Honest, broadminded, dependability, good communication skills, charismatic
- Listening skills, teamwork, networking, common purpose, commitment
- Communication, listening skills, organization, delegation, public speaking
- Self-confidence, positive decisions, learn from experiences/mistakes, be a positive role model for others, know how to bring people together to do something productive
- Reliability, responsible, listening skills, communication skills, respectful
- Self-awareness as a leader, creating & sustaining a positive group environment, planning and carrying through with a personal-interest event, ability to work within a group as a strong member (when not the leader), work towards a common goal, mission, vision and how to develop one for/with a group
- Communication, respect, courage, responsibility, honesty
- Confrontation/conflict resolution, listening, communication, problem solving, organization



## Understanding the Social Change Model of Leadership Development Blueprint Leadership Development Program

As local and global social issues continue to emerge, a need for leaders of social change is vital. Empowering students to be social change agents can be a daunting task. Many leadership educators regard the Social Change Model as the leadership model for the 21st century. Its purpose is to mold the concept of leadership as an inclusive process by which change is effected for the betterment of others. It is a value-based model of leadership development that revolves around a core of service as the vehicle for social change.

The Social Change Model of Leadership Development was created in 1993 by the Higher Education Research Institute of UCLA in an effort to enhance student learning and facilitate positive social change. This model emphasizes the need to understand self and others in an effort to create community change. It is less about the leader and more about the leadership community. The 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. In this model, leadership is viewed as a process rather than as a position and the values of equity, social justice, self-knowledge, personal empowerment, collaboration, citizenship, and service are explicitly promoted.

Since we believe a valuable approach to leadership development involves collaboration and concern with fostering positive social change, we embrace the way this particular model examines leadership development from three different perspectives or levels:

INDIVIDUAL	GROUP	COMMUNITY
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?	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?	Toward what social ends is the leadership development activity directed? What kinds of activities are the most effective in energizing the group and in developing desired personal qualities in the individual?

Values are core critical elements of the Social Change Model – specifically these seven:

<b>Individual</b>	<b>Consciousness of self</b>	Awareness of the beliefs, values, attitudes, and emotions that motivate one to take action
	<b>Congruence</b>	Thinking, feeling, and behaving with consistency, genuineness, authenticity, and honesty.
	<b>Commitment</b>	Motivational energy to serve and that drives the collective effort. Commitment implies passion, intensity, and duration.
<b>Group</b>	<b>Collaboration</b>	Working with others in a common effort. It constitutes the cornerstone value of the group leadership effort because it empowers self and others through trust.
	<b>Common Purpose</b>	Working 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.
	<b>Controversy with Civility</b>	Recognizes two fundamental realities of any creative group effort: that differences in viewpoint are inevitable, and that such difference must be aired openly but with civility.
<b>Community</b>	<b>Citizenship</b>	Process whereby the individual and the collaborative group become responsibly connected to the community and the society through the leadership development activity.

**CHANGE**, of course, is the value "hub" which gives meaning and purpose to the 7 C's. 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.