

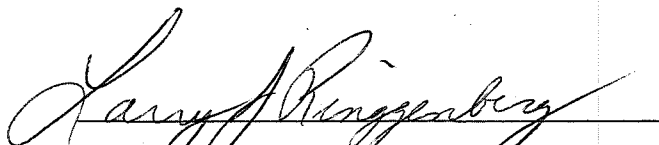
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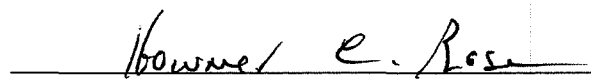
Candidate: Denise A. Pizzano

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Dean, College of Education

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A MODEL FOR STUDENT LEADERSHIP DEVELOPMENT  
IN STUDENT ACTIVITIES: AN  
INTEGRATIVE APPROACH

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A SEMINAR PAPER  
Presented to  
The Graduate Faculty  
University of Wisconsin-La Crosse

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In Partial Fulfillment  
Of the Requirements for the Degree  
Master of Science in Education:  
College Student Personnel

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By  
Denise Anne Pizzano

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## TABLE OF CONTENTS

	Page
Chapter I	
Introduction . . . . .	1
Statement of the Problem. . . . .	2
Definition of Terms . . . . .	4
Need for the Model. . . . .	6
Statement of Purpose. . . . .	7
Limitations . . . . .	8
Chapter II	
Reveiw and Critique of Selected Literature . . . . .	9
Introduction. . . . .	9
Leadership Training in Student Activities . . . . .	9
Student Development in Student Activities . . . . .	17
Recapitulation. . . . .	20
Application of Chickering to Student Activities . . . . .	21
Overview of the Proposed Leadership Development Model . . . . .	27
Chapter III	
A Model for Leadership Development In Student Activities. . . . .	30
Program Module Sample . . . . .	30
Preliminary Analysis. . . . .	31
Developing Program Goals. . . . .	31

	Page
Identifying Potential Activities Which Enhance Task Development. . . . .	33
Developing Training and Educational Objectives.	34
Identifying Training and Educational Activities & Resources. . . . .	36
Recommendations for Use and Adaptation. . . . .	37
Summary of Important Points . . . . .	38
 Chapter IV	
Summary. . . . .	41
Implications. . . . .	41
Recommendations . . . . .	42
Selected References. . . . .	44
Appendices . . . . .	48

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## ABSTRACT

There exists within the student activities programs and environments, opportunities to enhance student's psychosocial development. Student activities staff have the potential to facilitate this dimension of student development through leadership training programs and structured learning experiences. In spite of these potentials and opportunities, research reveals that little effort is being made to design programs and training experiences to recognize and address these developmental needs of students.

This study was conducted to (1) review and critique references dealing with leadership training efforts in student activities, and research studies addressing the potential impact of student activities involvement on student development, (2) design a model for Leadership Development based on a student's development orientation which determines the overall goals of the program, and provides direction for training, education, and practical experiences, and (3) make recommendation for assessments based on the components of the Leadership Development Model.

The model has not been expanded into a readily usable program, nor has it been implemented. As a result, no

research has been conducted to evaluate its effectiveness in achieving its stated goals. The model does however, provide the framework, rationale, and components from which to expand and upon which assessment strategies can be designed.

## CHAPTER I

### INTRODUCTION

It has generally been accepted that college students face certain developmental challenges which have a profound impact on whether they successfully complete their education and continue thereafter as fully-functioning persons.... If indeed these developmental tasks are important during the college years, then the institution has an obligation to recognize and address them, since they unquestionably are interwoven into the teaching-learning process. Further, the student personnel programs which are developed must be expanded beyond routine maintenance services for students in order to address these psychosocial developmental needs. In a proactive student development approach...campus activities center professionals should go well beyond the routine advisement of clubs and groups by providing structured learning experiences (Caruso, 1981, p. 10).

Involvement in student union programs and organizations in general, and student programming boards and committees in particular, provide a wealth of opportunities for students to develop a wide range of skills and competencies to increase their effectiveness as campus leaders. Many of these skills and competencies can further prepare students for the world of work and to become active participants in a democratic society and community leaders.

The activities environment also contributes to developmental task achievements as students are exposed to

situations which "(1) engage the students in making choices, (2) require interaction with diverse individuals and ideas, (3) involve students in directing and varied experiences, (4) involve students in solving complex intellectual and social problems without demands for conformity to an authority's view, and (5) involve the student in receiving feedback and making objective self-assessments" (Knefelkamp, Widick & Parker, 1978, p. 27).

The programs, activities and events designed and implemented by students on programming boards and committees require the development of a variety of skills, abilities and knowledge. Student activities professionals, in preparing students for leadership roles and functions, can take advantage of the environment, programs, and resources to provide students with structured learning experiences which go beyond the basic training needed for particular roles and functions. Leadership preparation strategies can be designed to address and facilitate students' psychosocial developmental needs.

#### Statement of the Problem

Although quality training programs exist, few address or attempt to impact students on these broader developmental competencies. Where impact is believed to occur or where efforts have indeed been made, "few directors of student activities programs have set about to collect evidence

that their programs were effective influences on student development....(and none of the annual reports) which have been studied offer direct evidence that programs produced positive changes in student participants" (Wise, 1981, p. 3).

Possible reasons for these findings may be that:

(1) Efforts aimed at structuring learning experiences and providing leadership training have focused primarily upon preparing students for existing programs and for their roles within these programs, rather than upon designing learning experiences and activities for the purpose of influencing student development in specified areas. As a result, assessment is limited to competency-based measures of skills related to particular positions or programs. (2) Until recently, student activities training efforts and programs have lacked theoretical or conceptual student development orientations. Unless a theoretical foundation is established which provides direction to training programs and activities, efforts to measure or justify impact on student development will be difficult, if not fruitless. According to Chickering (1981):

Before we can determine what kinds of development occur, capitalize on those potentials more explicitly, or demonstrate that activities really do contribute, we need some conceptual landmarks...which might make it possible to organize activities which encourage student development more directly and to evaluate the contributions of student unions" (p. 6).

What is needed then, is an approach or program which has as its foundation a student development orientation and which, at the same time, provides the ingredients necessary to train and educate students to provide effective leadership for activities programs. The author believes that the most effective way of meeting both student and program needs is by shifting the focus of student leadership training programs, which are now more task oriented, to student leadership development programs, that would be more development oriented and designed in such a way as to make assessment possible.

#### Definition Of Terms

In order to fully understand the focus of this study and the emphasis of the proposed Model for Leadership Development, it is necessary to clarify essential terminology.

Human Development: "A continuous and cumulative process of physical, psychological, and social growth which can be divided into an orderly series of life stages. Each stage is characterized by certain developmental tasks that require the human to alter his or her present behavior and master new learning" (Miller & Prince, 1977, p. 5).

Developmental Tasks: Include physiological, psychological, and social challenges, needs or demands that people must deal with related to their stage of human development.

Student Personnel Programs: Services or activities

directed toward student development outside of the formal learning environments of the classroom, library or laboratory.

Student Activities: Division or function of a student union which focuses on co-curricular activities and student organizations.

Student Program Boards and Committees: Usually within the Student Activities environment/program, these are student organizations responsible for planning and facilitating campus-wide co-curricular program, events and activities, and are usually funded by student segregated fees. Program Boards are composed of student executive officers, the chairperson of each standing committee, and a professional or paraprofessional Program Advisor. Standing committees usually have designated titles and functions such as Special Events, Soundstage, Coffeehouse, Campus Films or Mini-Courses.

Leadership Training: Activities and programs which focus on developing the abilities and skills required for a particular role or position of leadership. Information and skills learned from training efforts are usually behaviorally oriented and are provided to enable the individual to be productive and to function within a given environment or organization.

Leadership Education: Provides information which can be applied beyond the confines of a particular role or function. Usually includes more conceptual form of information

including theories, principles or approaches which develop the overall competence of the individual to function in a leadership capacity.

#### Need for the Model

A model from which leadership development programs can be designed, and which addresses the developmental, training and educational needs of leaders in student programming has the following benefits and functions:

1. Structured programs and learning experiences provides for program continuity which enables effectiveness to be assessed longitudinally.
2. Provides direction for leadership training and education efforts and serves as a guide for selecting and utilizing the various experiences involved in student programming.
3. Allows for greater accountability for staff time and resources.
4. Contributes to multidimensional growth of students: cognitive, psychosocial, skill/task achievement, and conceptual/analytical. Also establishes a framework for evaluating achievement and growth.
5. Establishes guidelines for planned growth: training, education and learning activities are intentionally directed toward facilitating student development.
6. Can contribute to the student personnel profession

by implementing and assessing a development model applied to a particular situation, student activities.

7. Can serve as an example to the academic community of integrating developmental goals with training and education in an effort to proactively stimulate growth of the "whole person".
8. Provides a living/learning situation for students whereby their involvement in student programming serves as a laboratory to test, practice and utilize the information and skills presented in educational and training programs.

#### Statement of Purpose

The purpose of this study is to: (1) Review and critique selected references related to student leadership training in the Student Activities field; (2) Review and critique selected references related to student development theory and its application, or potential application to student activities programs; (3) Propose a model for student leadership development utilizing concepts from student development theory to formulate program outcomes and goals; a model which would also demonstrate how activities programs, leadership education and leadership training can be utilized in an integrative fashion to achieve developmental goals; (4) Propose ways in which this model can be used to design an overall program for leadership development utilizing a modularized

approach: Each module would be based on training and educational objectives and presented in a sequential order as determined by both student and programatic needs; (5) Make recommendations for designing impact assessment tools for program modules and for the total leadership development program.

While the leadership development model proposed in this paper is designed for students participating in campus programming boards and committees, the model is flexible enough to adapt to other student groups and other institutions.

#### Limitations

1. The proposed model has not been expanded into a program which can be readily implemented.  
Implementation would require developing program modules to fit a given institution or activities programming board; preparing staff and/or instructors to teach or facilitate modules, or the entire program; and planning for an evaluative research study with a representation of university students.
2. Development of reliable assessment tools or instruments is needed.
3. Since the proposed model and assessment tool have not been implemented, the model's effectiveness has not been determined.

CHAPTER II  
REVIEW AND CRITIQUE OF SELECTED LITERATURE  
INTRODUCTION

This chapter is a survey and critique of selected references related to student leadership training and student development in the field of student activities. The first section reviews literature dealing specifically with leadership training programs, models, and strategies used by student activities professionals in preparing students for leadership roles and functions.

Information addressing student development theory and actual or potential application to student activities, is reviewed in section two and three. A brief overview of the proposed leadership development model will conclude this chapter.

Leadership Training in Student Activities

Conceptualizations of leadership and the identified skills, competencies and attitudes characteristic of effective student leaders, vary greatly among student activities professionals. A review of available information on training models and programs reveals an equally diverse array of leadership training strategies and approaches used in preparing students for their roles in student activities programs.

Some of these approaches attempt to integrate theoretical or conceptual information; but most of them address particular topics or skills related to leadership in general, related to the activity leader's role and functions, or related to the components of planning campus wide events.

For the purpose of this study, evaluation of the following leadership training material will focus primarily on three criteria: (1) To determine the focus or emphasis of existing leadership training programs in the student activities field; (2) to determine if student activities professionals are consciously addressing student development tasks or issues in their training programs; and (3) to determine if assessments are being administered to measure the impact of student activities program and training efforts on student development.

Blachly and Heitschmidt (1980) present a model whereby students are guided through sequential phases for leadership training. Advisors provide group and individualized training, resources, and consultation to students based on their needs with respect to the length of time they have been involved in activities programs. Training interventions are identified with general timetables which are based on the model's phases of development: Technical Phase, Technical/Leadership Phase, Leadership/Technical Phase, Leadership Phase. There is no indication of how this approach can influence students' psychosocial development, and assessment is limited to how

students perceive their skill development and the advisor's capacity to assess students' growth in terms of changes in attitudes and behaviors, and day-to-day task performance: Specific assessment tool or instruments are not identified. The model does however, identify skills and competencies needed for effective programming and provides examples of program activities which can foster skill development.

Another approach to leadership training used in student activities is a course-for-credit. To enhance the educational experience of student programmers and leaders, the Indiana Memorial Union Board initiated a Leadership Development Class designed to meet the specific needs of those students on the Union Board and involved in campus leadership experiences (McKittrick & Wells, 1980). Emphasis was on developing skills related to job performance, such as problem-solving and analytic skills. The use of case study analysis was the primary instructional tool.

While the course syllabas addressed many relevant skill areas to be developed, this approach poses several problems and limitations. Problems include the difficulty in establishing a new course that is worthy of academic credit. Procedures usually entail writing specific formal proposals which are consistent with established university guidelines. Furthermore, as Larkin (1981) points out:

Academic rigor and coursework requirements commensurate with other courses of a similar

level within the institution must be emphasized, with required and suggested reading lists included as an integral part of the proposal...Another major problem with leadership course designs is that many focus on a training emphasis. A rigorously academic faculty is unlikely to support such a course offering; therefore, expansion of the course to include educational/developmental emphasis is essential (p. 44-45).

This consideration becomes more complex as advocates of the course need to justify course content which is often covered in existing academic courses. For example, course sections dealing with time management, group dynamics, meeting management, budgeting, public relations, and problem solving, are also topics or courses which can be taken through various departments such as business administration, management, speech, mass communications, and the behavioral and social sciences. Few schools will credit a duplicate course, especially in light of budget freezes and cutbacks.

Beyond course approval, unless existing faculty are enlisted to teach the class, student personnel professionals must establish themselves as qualified instructors. Finally, questions might be raised with regard to offering a credit course in connection with volunteer activities.

The major limitation of a Course-for-Credit approach is the restriction placed on the amount of material which can be covered during any given week. Many of the syllabus items outlined in Indiana University's Leadership Development Class (McKittrick & Wells, 1980) which occur later in the

semester, are skill areas that need immediate attention at the beginning of the school year when many activities programs are getting off the ground with "kick-off the school year" programs and "welcome back weeks". Student program leaders, particularly new ones, need to begin developing competency and skills in committee management, promotion and publicity, decision-making and problem-solving in order to get these programs off the ground and plan upcoming events. If some of these areas are not addressed until the eighth week of class, as the syllabus suggests, then students may not be equipped or feel confident enough to fulfill their responsibilities which may lead to frustration with the programming experience.

In addition to the absence of a theoretical orientation, the credit course for leadership training presented here fails to include or propose any assessment method to measure specific skill competency or impact of training program. This may be due to the lack of training objectives for each of the proposed topics as well as for the overall class. Topics outlined on the course syllabus however, can be used as inputs for designing the content material for the Leadership Development Model proposed later in this paper.

Other literature devoted to leadership training for students involved in student activities focus on particular issues, topics or skills related to these programs or positions.

Anderson (1980) provides guidelines for students considering leadership positions. Before accepting leadership responsibilities, students should assess their skills, interests, qualities, needs, and time commitments in light of the job description and the "membership style" (p. 40) of the organization. Allen (1985) encourages those in subordinate roles to develop their own leadership skills and potentials by working through five levels of behaviors related to being a group member. These five ways that "group members behave in relating to their leaders...represent the five levels of authority a member can utilize in his or her relationship with the leader...(they are) wait to be told (authority level number five); ask what to do (level four); recommend: if approved, take action (level three); act, but advise at once (level two); and, act on your own and report routinely (level one)" (p. 43). The aim is to work toward level one.

Focusing on an essential skill for students involved in leadership positions, Miner (1985) identifies time management strategies, suggesting that students will become more effective leaders as they learn to get better control of their time. Woolbright and Delahunty (1980) discuss the importance of a solid orientation program as the foundation for building group leaders. They highlight the kind of information to be shared (e.g., resources manuals, job

descriptions), the content of scheduled meetings and orientation programs (e.g., needs assessments, team building exercises), and identify the skills, knowledge and topic areas to be included in training efforts.

Finally, Protzman (1984) applies concepts of situational leadership to training student leaders and asserts that a "campus leader's style must coincide with the group's maturity level on each specified task" (p. 40). He identifies four leadership styles and illustrates which style to use for each of the four corresponding levels of follower maturity.

The preceding articles are representative of what was found in the field of student activities and their approaches to leadership training. Some programs present a sequential series of training blocks, some advocate the use of credit and non-credit courses, and others put primary emphasis on initial orientation training to prepare students for their leadership roles or participation in activities programs. These and over thirty other published journal articles and resource manuals shared the following characteristics: The primary focus was on training student leaders for their roles as student programmers; the few that mentioned the need or benefit of assessment presented no evidence of administering a tool or instrument, but rather relied on the judgement of the advisor or the self-perception of the student with regard to growth and

mastering certain skills; and, there were no indications of developmental orientations or considerations.

While the topics and skills addressed by student activities professionals in training student leaders are important, there is little indication that they are taking full advantage of their potential to actively influence student development, or to fulfill the commission of Caruso (1980) and others to recognize and address the psychosocial development needs of students.

There is little doubt in this author's mind that impact is indeed occurring. A wealth of opportunities exist in student activities programs and environments to develop interpersonal relationships, interact with a diversity of people and gain a sense of competence as students master skills and create major programs. As was previously stated, the problem appears to be a lack of theoretically based programs which would provide a standard from which impact could be measured or assessed.

The following section reviews research findings which indicate, at least tentatively, that activities involvement does have an impact on student development. But, as will be discussed in greater detail later, the particular aspects of activities involvement that do influence psychosocial development have not been successfully identified.

### Student Development and Student Activities

Conceptualizing student development tasks and assessing the impact of student involvement in organized student activities programs has taken on various forms and methods.

Berman (1978) proposed that involvement in organized student programs enables students to learn about and develop skills in group dynamics, decision-making, organization and administration, budgeting, programming, and skills related to functioning in a bureaucratic environment. While these findings are probable, no research was conducted to confirm the results.

Other research findings provide insight into areas of impact that organized student activities programs have upon students. Astin (1977) found that students' persistence and satisfaction with instruction and their social life was positively influenced by student participation in organized activities.

A study conducted at seven liberal arts colleges determined the positive influence of participation in organized extracurricular activities on student's maturation and on their skill development in areas related to career decision making and management (Winter, McClelland, & Stewart, 1981).

Reviewing the past research of others regarding the effects of activities participation on student development, Williams and Winston (1985) add that "involvement in student

activities seems positively related to post-college success because voluntary participation in student organizations reflects sustained, self-initiated, and self-directed activities, which are the ingredients of after college achievement. Alumni who were asked to evaluate their college experience reported that they most valued the opportunities for personal and social development, which were often gained through student organizations" (p. 53).

While the studies cited in this section identified general areas of impact related to involvement in organized student activities, the research does not address or answer questions to define particular components of participation that influenced impact. In other works, what was it about the organization or the activities within the organization that enhanced student development?

Williams & Winston (1985) attempt to identify factors associated with participation in student organizations that contributed to developmental task accomplishment. Using the Student Development Task Inventory (second edition) (SDTI-2), developed by Winston, Miller & Prince (1979) to measure developmental task achievement, a sample of 168 students were surveyed. The SDTI-2 consists of 140 items of "sample behaviors that students (age 17 to 23) can be expected to demonstrate when they have satisfactorily achieved three broad developmental tasks: Developing

Autonomy, Developing Purpose, and Developing Mature Interpersonal Relationships" (Williams & Winston, 1985, p. 54).

These broad developmental tasks are divided into nine subtasks which correspond to the 140 sample behaviors mentioned above. The nine subtasks include (1) Emotional Autonomy (2) Instrumental Autonomy (3) Interdependence (4) Appropriate Educational Plans (5) Mature Lifestyle Plans (6) Mature Career Plans (7) Intimate Relationships with Opposite Sex (8) Mature Relationships with Peers, and (9) Tolerance. (See Winston, Miller & Prince, 1979 for subtask indicators).

The survey results indicated that students who participated in student organizations and organized student activities demonstrated significant developmental task achievement in a positive direction in the areas of interdependence, educational plans, career plans, and lifestyle plans over those who did not participate. Some of the factors of student participation which contributed to the achievement of these developmental tasks include "developing an identification with a group of peers in a student organization...taking advantage of opportunities available for leadership and planning, and...structuring activities to accomplish organizational goals" (Williams & Winston, 1985, p. 57).

Of the studies reviewed in this section, the study of Williams and Winston (1985), provide the most substantial

evidence of the impact that involvement in student activities organizations...and programs can have upon student development. Nevertheless, limitations of the Williams and Winston study need to be addressed.

Although factors of student participation were identified, the factors are relatively general as compared to the actual activities, opportunities and experiences which are involved in many programs and organizations. Secondly, identification of particular student organizations or particular organized student activities which contribute to achieving developmental tasks were omitted or were not included in the study design. These considerations are important in determining where, and in what direction efforts could be applied in strengthening or designing activities programs to facilitate developmental task achievement.

#### Recapitulation

This chapter has dealt with approaches used for student leadership training by student activity professionals and a review of studies assessing the developmental impact of student involvement in student activities programs and organizations.

While the training occurring in the student activities profession is unquestionably valuable in one way or another to student's growth, there has been little research to indicate how, or in what ways these efforts are influencing

student development. The review of research studies addressing the impact of student involvement on development has shed some light on potential areas of influence. If influencing variables could be more specifically identified, student activities professionals would have more direction on where efforts could be applied to increase impact or influence.

#### Applicaton of Chickering to Student Activities

Assuming that activities programs and environments do impact students' psychosocial development, the following questions are posed:

1. Can specific psychosocial developmental tasks be identified which would be subject to positive influence by participation in student activities?
2. Can specific aspects or factors of student activities involvement be identified which may have the potential of enhancing these developmental tasks?
3. Once specific factors or activities are identified, can student activities professionals facilitate student development by providing leadership training, education and structured learning experiences related to these areas of potential impact.

In answering the first question, attention is turned to Chickering (1981) who identifies five developmental tasks which have the potential of being enhanced or influenced by participation in organized student activities. These

tasks are "development of a sense of competence, of interpersonal competence, and of autonomy, the freeing of interpersonal relationships, and the development of humanitarian concern" (p. 6). In order to better understand these tasks and their application to the proposed model for leadership development, it is necessary to define and characterize each.

Sense of Competence: Confidence in one's abilities, skills and knowledge, or in one's ability to learn these, in order to cope with what lies ahead. As students master basic skills and knowledge in program planning and development, they will feel more confident to take on bigger challenges and more responsibility. Having successfully recruited members for a certain committee, the student now feels confident enough in his/her marketing skills to design and implement a major recruitment campaign for five committees and the program board.

Interpersonal Competence: "Implies the ability to make one's own way in the world of social interactions--to work cooperatively with others, compete effectively, seek and offer help, influence others, and perform well in one's various social roles...[it is a] more instrumental ability to deal with people" (Douvan, 1981, p. 191). Students are provided many opportunities to develop interpersonal competence since much of their work requires cooperative

efforts with others, and the success of their efforts depends on their ability to effectively interact with a variety of individuals and groups. For example, in sponsoring a rock concert, the student leader will have to interact and communicate with talent agents and musicians, coordinate food service with food service personnel, work with publicity contacts for program promotion, communicate set up and technical needs to the appropriate individuals, and solicit student help for other aspects of the pre-planning and actual production.

Developing Autonomy: The ability to think, act and make decisions independently without a constant need for reassurance, support or recognition. This also implies a balance of interdependence, recognizing that while they are a "link on a chain", they are also a part of the longer, interdependent chain or community. This is illustrated in student activities where tasks for a total program are divided among group members, each free to develop their own part, yet dependent upon each other for success of the total program. For instance, each member of a Special Events Committee is delegated a responsibility such as hospitality, publicity, arranging for technical and AV needs or preparing for ticket sales. While each can perform their functions independently, unless all these functions are performed, production of the event will not be possible.

Freeing Interpersonal Relationships: The freedom to transcend stereotypes about others different than oneself and to move beyond mere tolerance to a more accepting openness to the diversity and uniqueness of others. Involvement in student programming can provide opportunities for intercultural and interracial interaction, especially for those who are willing to sponsor programs involving a cultural perspective different than their own.

Humanitarian Concern: Can be defined as one's behaviors and feelings directed toward the good of others as if the other's interests were as important as one's own. It encompasses the ability and desire to extend one's energy, effort and time beyond one's self for the sake of or in the interest of others. Membership in or identification with a group who embrace a common goal fosters well-being associated with such relationships while, at the same time, expanding awareness and concern for those who will eventually benefit from the group's efforts. A simple illustration would be students sponsoring a dance marathon for the benefit of a group of retarded children. The sense of humanitarian concern in this case could be increased if arrangements could be made for the children to be there for part of the event.

Although Chickering makes it quite clear that he is not presenting conclusive evidence that student activities

programs have an impact on these developmental areas, his conceptualizations and illustrations provide a solid foundation for building a developmental model.

The assessment model presented by Klepper and Kovacs (1981) provide a starting point in answering the second question at the beginning of this section: Can specific aspects or factors of student activities involvement be identified which may have the potential of enhancing these developmental tasks? These authors suggest activities within the domain of student programming which they believe enhance the five developmental tasks identified by Chickering. For example, Klepper and Kovacs suggest that the activities of selecting programs, preparing budgets, and executing contracts can enhance a student's sense of competence. Influencing interpersonal competence are responsibilities for running a meeting, negotiating with agents, and greeting artists. Selecting individual programs, communicating on an adult level with advisors, and taking total responsibility for programs are activities believed to enhance the development of autonomy. Freeing interpersonal relationships is enhanced by selecting non-traditional programs and by encouraging minority participation on program committees. Finally, leadership training sessions, using personal time to program, and going beyond one's job description, are activities identified as fostering humanitarian concern (Klepper and

Kovacs, 1981, pp. 39-41).

In an effort to develop a more comprehensive list of program factors or activities which have a potential of enhancing developmental task achievement, the author of this paper surveyed several references to compile a list of topics, activities, and skills addressed in student activities leadership training programs (see Appendix A). Some examples include preparing and monitoring committee and program budgets, delegating program functions, creating motivational environments, group decision making, time management, and team building.

An additional list was generated dealing with topics, skills and activities addressed in leadership training programs in business, education and the military (see Appendix B). The second listing were items extracted from a survey of these programs conducted by Pollard (1981), and includes developing a personal leadership style, resource allocation skills, goal setting, parliamentary procedures and values clarification.

As will become more obvious as the proposed leadership development model is presented, these lists will serve the primary purpose of providing input variables dealing with the activities which have potential of enhancing or facilitating student psychosocial development. They will also serve as potential focal points for developing training

and educational objectives and program modules. In this sense, they provide the answer to the third question posed at the beginning of this section: Once specific factors or activities are identified, can student activities professionals facilitate student development by providing leadership training, education, and structured learning experiences related to these areas of potential impact?

#### Overview of the Proposed Leadership Development Model

The proposed model to be introduced in the next chapter represents an attempt to pull together the important elements of what has been discussed in previous sections, and integrate these into a more comprehensive framework from which to create leadership development programs designed to influence and provide for a way to assess student development. The purpose then, is to design a leadership development model based on a student development orientation which will redirect the training and educational aspects of existing programs to more fully and more consciously influence the psychosocial development of students participating in student activities programs.

Before the model can be understood in its entirety, it is necessary to consider the components which provide for the model's structure, and the rationale behind each component.

Chapter three presents a sample program module which illustrates the Model for Leadership Development being

proposed. A discussion follows which identifies the model's components, structure and rationale.

CHAPTER III  
A MODEL FOR LEADERSHIP DEVELOPMENT  
IN STUDENT ACTIVITIES

This chapter details the proposed leadership development model for student activities. The model's design is based on an adaptation of Newton's (1981) Process Model for designing leadership programs.

The first section illustrates a program module based on the model's essential components. The second section highlights a preliminary analysis which defines the target population and restates the overall goals of the Model for Leadership Development. Subsequent sections describe the components of the model's design including the development of program goals, identification of activities that facilitate goal achievement, and the development of program objectives and learning activities. Recommendations for the use and adaptation of the model, and a summary of the model's primary point of emphasis conclude this chapter.

Program Module Sample

The Leadership Development Model is composed of six steps which detail tasks and procedures that need to be utilized. The six steps of the model are: Developing program goals based on identified developmental tasks;

identifying the activity or activities which enhance or contribute to achieving the stated goal; identifying the training component of the identified activity and developing training objectives; identifying the educational or conceptual components of the activity and developing educational objectives, identifying the specific training activities and resources which will be used to meet training objectives; and, identifying the specific educational activities and resources which will be used to meet the educational objectives.

Translating these steps into a program module would result in the following example:

**Developmental Goal:** Increasing Interpersonal Competence

**Activity Which Enhances Development in This Area:** Chairing a committee

**Training Objectives:** To assist student in learning his/her role as a chairperson within the context of a program board structure. To provide student with the information needed to identify and use office resources.

**Educational Objectives:** To enable the student to explore and develop his/her own leadership style and philosophy. To increase the student's effectiveness as a group leader.

**Training Activities:** Provide an overview of the student activities department including organizational charts and mission statements of the student union, the student policy-making body, and the program board and standing committees; review the program board and committee job descriptions; train in how to develop meeting agendas and take meeting minutes, etc.

**Educational Activities:** Survey leadership styles and follow up with an assessment instrument to identify his/her present leadership style; provide information on group processes followed by small group exercises on decision making or simulated role plays whereby processes could be observed.

### Preliminary Analysis

The first phase of designing a leadership program or model is to engage in a preliminary analysis or assessment of the target population, and the needs, goals, and expectations of the individuals and/or groups within a given situation or environment. In the proposed model, the target population is college students ranging in age from 17 to 23, who are involved in student activities as officers and members of campus programming boards and committees.

The overall goals of the proposed model are to design a leadership development model which would (1) address and facilitate students' psychosocial development, (2) provide education and training needed for these students to successfully fulfill their respective roles and allow for application beyond the immediate situation or environment, and (3) supply ample opportunities to apply knowledge and refine skills gleaned from training and educational experiences.

### Developing Program Goals

From this overall, preliminary assessment, the goals, activities, objectives and learning activities are determined. When considering the developmental needs of students as a basis for determining the program goals, one is bombarded with a host of developmental concepts, tasks, subtasks, vectors, schemes and typologies from which to choose. In a situation such as this, where there are many potential

needs to be addressed, Newton (1981) suggests "identifying the significant key result areas. A prioritization should always identify the critical few (4-8) results desired rather than an overwhelming and often less significant exhaustive list. Goal statements and specific objectives may then be developed for the key results" (p. 32).

Taking this advise, the writer has chosen to use the developmental tasks of Chickering (1981) as defined in chapter two of this paper: developing a sense of competence and interpersonal competence, becoming autonomous, freeing interpersonal relationships, and humanitarian concern. The work of Chickering is singled out for use here for the following reasons: his data was gathered from and validated for college students, the target population for the proposed leadership development model; his concepts are behaviorally oriented, thus making assessment a bit easier; student development task inventories have been developed to measure achievement; and, he has already laid the foundation for this study by proposing ways in which student union programs influence student development (Chickering, 1981, pp. 6-15).

The five developmental tasks mentioned above and defined in the previous chapter are the basis for developing the model's goals. For example, the Program Module sample identified "Increasing Interpersonal Competence" as the

### Developmental Goal.

These developmental tasks embrace a wide spectrum of skills, activities and attitudes that can be developed, and that student activities professionals can help to shape, by providing opportunities, training and education to foster, enhance or facilitate growth.

### Identifying Potential Activities Which Enhance Task Development

As the first step was developing the program goals, the second step involves identifying those activities or responsibilities students engage in while performing their leadership functions on programming boards which have the potential of influencing developmental goals. Since the sample module utilizes the components to be discussed, the remainder of the presentation of the model's components will focus on developing only one of the program goals: Development of Interpersonal Competence.

At this point, the question to answer is: What activities have the potential of enhancing students' abilities to effectively interact and work cooperatively with others? This is where the list in Appendix A and B can be useful as "memory joggers". Some examples from the list include: negotiating contracts, chairing a programming committee and, producing a major campus event. These activities are fairly consistent for most campus programming boards and committees, so that developing a program module on one or more of these

activities will permit the module to be useful in subsequent years.

#### Developing Training and Educational Objectives

Steps three and four deal with developing training and learning objectives. At this point it may be helpful to clarify what is meant by training as compared to education. Gonzalez & Roberts (1981) make this distinction in their leadership program model. This distinction, as defined below, will be carried through the remainder of this presentation. According to Gonzalez and Roberts (1981)

"Training involves those activities designed to improve performance of the individual in the role presently occupied. A training activity is one which is concretely focused and is directed at helping the individual being trained to translate some newly learned skill, or piece of information, to a real and immediate situation....the content of training activities encompass very clear-cut information and skills which have a relatively obvious application to a function the trainee is presently performing...to enable the individual to be functional and productive within the organization. Educational programs consist of those activities designed to improve the overall leadership competence of the individual beyond the role presently occupied. Education takes the form of providing information or enhancing abilities which may be helpful to the individual in his/her present role; however, the ultimate purpose is to provide generalizable theories, principles and approaches which are relevant in a broader setting" (pp. 21-22).

Educational programs can include self-awareness on particular issues, or it may be more towards general acquisition of knowledge including theory, principles, processes or concepts.

In this sense, an advisor can assist a committee chairperson who is frustrated with an unproductive group by sharing some principles of group dynamics, behaviors or processes which may shed light on what may be happening in the group. In addition to learning how to approach this particular committee because of increased understanding, the information on group dynamics is applicable outside of the particular institution.

With the distinction made between training and education, attention is drawn back to the intent of this section: developing training and educational objectives. To illustrate this phase, the example from the previous section is recalled: The developmental goal is to influence the student's interpersonal competence in a positive growth direction. Possible activities were identified as negotiating contracts, chairing a programming committee, and producing a major campus event. It is at the point of distinguishing between training and educational objectives that a departure is made from the model presented by Klepper and Kovacs (1981).

Taking one of the three activities proposed to enhance the developmental goal (e.g., chairing a committee), the next questions to be answered are (1) what skills or information are needed by the student to help him/her chair their committee more successfully? (2) What theories, principles, or concepts would enhance the student's learning and experiences in such

a way that application of learning materials and experiences could extend beyond his/her immediate involvement, and/or increase self-awareness within their leadership roles.

The first question deals with training objectives, and the second with educational objectives. These objectives are included in the program module sample previously outlined.

#### Identifying Training and Educational Activities and Resources

Steps five and six involve identifying the specific learning activities and resources, for both training and educational considerations, which relate to and which will contribute to meeting the training and educational objectives.

For example, the learning activities associated with the training objectives could include: an overview of the student activities department including organizational charts and mission statements of the student union, the student policy-making body, and the program board and standing committees; a review of the program board and committee job descriptions; training in how to develop meeting agendas and keep meeting minutes; providing an orientation on office policies and procedures; and, demonstrating how to fill out office forms and how to determine which form to use for given situations or needs.

Learning activities associated with educational objectives could include: a survey of leadership styles followed by an assessment instrument to identify his/her present

leadership tendency; information on group processes or dynamics followed by small group exercises on decision making or simulated role plays whereby the processes could (might) be observed; or a presentation on group roles and status could be followed up by observing a professional board or committee meeting in the community.

#### Recommendation for Use and Adaptation

Once the basic components of this model are understood and embraced, it is easy to see how flexible it can be to meet a variety of program needs. For instance, a "master plan" for a semester or an entire year could be developed by designing a series of program modules. Each module would address a different developmental task or goal with its own series of activities and objectives.

Another option would be to use one developmental goal to design several modules. Each module could focus on a particular activity that would enhance development of that goal. This is illustrated in Appendix C where the developmental goal is to increase Interpersonal Competence, and the activity to enhance this goal is identified as recruiting new committee members. The training objectives and activities, and the educational objectives and activities would then focus on information and skills related to recruiting new committee members. Ideally, when the training and educational objectives are met and the student succeeds in recruiting new committee members, his/her

interpersonal competence should be a bit more developed.

Finally, depending upon how detailed one desires to be, modules could be designed very specifically to be more flexible in terms of implementation timelines. For example, a module could be designed around the tasks of developing a sense of competence and interpersonal competence with activities focusing on the "nuts and bolts" information needed at the beginning of the year, along with team building exercises. This module might be designed for an orientation at the start of the year and facilitated in a retreat setting. The training and educational objectives and learning activities should be kept simple enough to allow students to master one or more basic skill areas successfully and to apply educational information to enable them to see relevancy, and to initiate or enhance the students' sense of competence. Time should also be devoted to both structured and unstructured social time to begin stimulating interpersonal interactions and thus facilitate interpersonal competence. Taking every opportunity to build a solid foundation as soon as possible at the beginning of each year can facilitate student's willingness and readiness to take on the challenges which lie ahead.

#### Summary of Important Points

Perhaps the most significant aspect of this model is the attempt to integrate leadership training, leadership education and a student development orientation with the

year to year, and daily activities of students involved with programming boards and committees. An approach which addresses all three levels of training, education and development has more potential of influencing a wide variety of developmental needs beyond the ones cited in this study. Gonzalez and Roberts (1981) capture and illustrate the importance of addressing all three levels:

The greatest inadequacy of leadership programs in higher education, as assessed by the ACPA Commission IV Leadership Development Task Force, is that programs tend to be limited in scope. They often concentrate on only one area (training, education, or development), or perhaps one and part of another. This limitation typically results in only partial effectiveness in achieving desired results....a complementary concept to that just presented is the perspective that training, education and development are interactive in a comprehensive leadership program. The three areas are interactive and facilitative of one another as the leader progresses through his/her leadership experiences...By looking at the similarities and differences of past and present circumstances encountered in various leadership roles, the leader begins to understand the complexity and relativity of one's leadership approaches as one works to adapt and succeed in new settings. Leadership behavior loses its "once and for always" character and becomes, like other areas of one's life, a changing and challenging series of developmental opportunities...implementation of all dimensions---training, education and development---should be equally deliberate and purposeful in program implementation (pp. 24 & 25).

By using the developmental tasks of Chickering to define program goals, and by incorporating training and educational components into the proposed Leadership Development Model,

impact upon student development can reach beyond the specific tasks and skills required by leadership roles and functions in student programming. While the training component facilitates the development of the knowledge and skills related to students' immediate positions, the educational dimension facilitates conceptual learning which can be applied beyond one's immediate experience or leadership role. By directing training and educational programs to facilitate developmental outcomes, the potential of facilitating the achievement of developmental tasks is increased. As stated by Miller and Prince (1977), "systematic development does not just happen; it must be purposefully triggered and carefully nurtured if the individual's full potential is to be fulfilled, and goal setting acts as this trigger....The Developmental Task Theory allows the student affairs worker to specify much more concretely the objectives of any intervention and to classify activities that support or reinforce developmental task mastery" (p. 32).

## CHAPTER IV

### SUMMARY

The model for Leadership Development in Student Activities presented in this study recognizes and addresses the psychosocial development needs of the college student population. The model proposed using a student development theoretical orientation to develop program goals or desired outcomes, and an interaction of training and educational interventions to give substance and direction to the various experiences and opportunities available to students involved with campus-wide programming.

### IMPLICATIONS

Utilizing the Model for Student Leadership Development to design training programs for student leaders has several benefits for both students and professional staff: students have the potential to experience growth beyond the abilities and skills needed in student programming; the student activities environment can be more fully used as a living/learning center whereby students can test and practice what they have learned; the model provides a sense of direction for training and educational interventions; and a structured leadership development program, especially one which measures impact, provides for greater accountability of staff time

and use of resources.

### RECOMMENDATIONS

The author recommends utilizing the framework or concepts presented in the proposed model to develop a series of sequential modules which combined, represents an entire leadership development program plan to be implemented throughout an academic year for leaders and committee members involved in student programming boards and committees. Formulating a "master plan" provides for program consistency and continuity, which are needed in order to determine effectiveness when assessments are administered.

The author further envisions two types of assessment tools or instruments. The first type should be a competency-based instrument designed to assess the skills and knowledge areas presented in the program modules. This assessment can be used initially to determine the skill and knowledge levels of each student. This initial assessment becomes the basis for future assessments to determine where growth has occurred, and to determine the effectiveness of training and educational interventions.

These assessments can also be utilized by advisors to develop individualized growth contracts for each student and to determine the focus or need for group interventions and programs (see Appendix D for a sample of a competency-based assessment instrument).

The second type of assessment should be constructed to evaluate student's personal growth in terms that correspond to the Leadership Development program goals. In other words, the instrument should reflect the specific developmental task used to define program goals, and indicators should represent the skills or activities which were judged to enhance task development (see Appendix E for a sample of a human development assessment instrument).

Designing a model and subsequent program for leadership development in student activities, and conducting the research needed to demonstrate impact and effectiveness of program efforts, is a way to justify the use of resources in student activities departments.

Lowered enrollments, reductions in financial resources, increased costs, and the resulting demands of consumers to account for the programs and services in higher education, heightens the urgency for student activities professionals to demonstrate that their programs contribute to significant dimensions of student development.

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APPENDIX A

TOPICS, SKILLS AND ACTIVITIES ADDRESSED IN  
STUDENT ACTIVITIES LEADERSHIP TRAINING PROGRAMS

Accounting for financial resources	Goal Setting
Accounting systems	Governing and policy-making bodies
Adaptability	Graphic arts
Administrative skills	Group decision making
Advisor/advisee relationships	Group development
Allocating resources	Group dynamics
Assertiveness	Group goal setting
AV & Technical equipment	Group leadership
	Group processes
Brainstorming	Group roles and status
Budget preparation	Group theories
Budgetary skills	
Bureaucratic skills	Individual behavior styles
Business correspondence	impact on group process and functions
	Individual goals and expectations and group process
Committee development	Interpersonal conflict resolution
Committee management	Interpersonal relationships
Communication skills	
Consensus building	Leadership skills
Conflict management	Leadership styles
Conflict resolution	Leadership styles and power bases
Contract negotiation	Leadership theory
Contract procedures	Learning the member role
Contracting food service	
Coordinating human resources	Managing information systems
Creating program ideas	Marketing strategies
Crisis management	Meeting dynamics
	Meeting management
Decision making	Membership development
Defensiveness and supportiveness in groups	Mission and goals of higher education
Delegating	Mission and goals of student unions
Designing & implementing recruitment programs	Mission and goals of program boards
Designing promotional literature and strategies	Motivation
Developing and using evaluative systems	Motivational climates
Developing group members	Motivational conditions
Developing job descriptions	Motivational factors
Developing proposals	Motivational theories
Executing contracts and technical riders	Negotiating skills
	Networking
Financial management	
Financial policies and procedures	

Office procedures	Scheduling rooms and meeting space
Organizational development	Setting priorities
Organization skills	Situational leadership
Organizational structures	Stress management
Organizational theories	
Orientation of new leaders	Taking leadership action from a member position
Orientation of new members	Team building
Overview of student affairs and student unions	Theory and philosophy of committee structures
	Time management
Parliamentary procedures	
Persuasion	Value-based programming
Planning skills and styles	Values clarification
Policies and procedures	Volunteer motivation
Problem analysis	Volunteer needs
Problem solving	Volunteer recognition
Programming for multicultural populations	Volunteer recruitment and retention
Programming for non-traditional students	
Programming resources	Working with entertainment agents
Public relations	Workshop planning & coordination
Public speaking	
Publicity	
Recognition	
Recruiting minorities and international students for program boards	
Relationship building	
Risk Management	
Risk Taking	
Role management	

(Sources for survey: Allen, 1979, 1981, 1983, 1985; Anderson, 1985; Angis, 1982; Berman, 1978; Blachly & Heitschmidt, 1980; Croteau & Tinsley, 1984; DeSabatino, 1983; Koerting & Levine, 1985; Lauber, 1985; Matthews, 1984; McKittrick & Wells, 1980; Miner, 1985; Paul, 1980; Portzman, 1984; Pruitt, 1983; Warner, 1984; Woolbright & Delahunty, 1980).

APPENDIX B

TOPICS, SKILLS AND ACTIVITIES ADDRESSED IN LEADERSHIP  
 TRAINING PROGRAMS IN BUSINESS, EDUCATION AND THE MILITARY

Assessing organizational climates	Increasing self-knowledge through examining personal values, motivation and goals
Authority	Instruction
Communication skills	Internal operations of a group
Conflict resolution	Interviewing skills
Decision making	Leadership behavior
Delegation	Leadership characteristics
Dependability	Leadership outcomes
Developing a personal leadership style	Leadership processes
Developing a personal theory of leadership	Leadership responsibilities
Developing effective committees	Leadership skills
Developing group cohesion	Leadership styles
Developing group goals	Leadership theories
Developing subordinates	Levels of leadership in a group
Development of personal influence (power & authority)	Loyalty
Effecting positive attitudinal change	Management principles & functions
Effecting positive behavioral change	Maximizing performance
Effecting positive environmental change	Meeting management
Effecting positive organizational change	Motivation
Entrepreneurial skills:	Needs of special groups
Taking sensible risks and implementing innovations	Parliamentary procedure
Establishing motivational environments	Peer skills
Ethics	Personal, group and program evaluations
Evaluation	Persuasion
Feedback (giving & receiving)	Planning and initiating
Financial management	Problem solving
Goal setting	Resource allocation skills
Group decision making	Responsibility
Group dynamics	Risk Taking
Honesty & integrity	Roles
Human relations skills	Self Assessment/awareness
	Situational leadership
	Skills in introspection
	Skills in unstructured decision making
	Skills of a group leader
	Skills of a group member
	Social leadership behaviors

Successful vs. effective  
leadership

Training in self-perception  
and self-analysis in  
interpersonal group situations

Values Clarification  
Verbal and non-verbal  
communication and feedback

Extracted from a survey of military, business and education  
leadership training methods and programs conducted by Pollard,  
1981.

APPENDIX C

A MODEL FOR LEADERSHIP DEVELOPMENT

SAMPLE PROGRAM MODULE

DEVELOPMENTAL GOAL: To Increase Interpersonal Competence

ACTIVITIES WHICH ENHANCE	TRAINING OBJECTIVES	TRAINING ACTIVITIES	EDUCATIONAL OBJECTIVES	EDUCATIONAL ACTIVITIES
Recruiting New committee members	To provide students with the training and materials needed to design and implement a recruitment campaign utilizing a variety of strategies and media resources	<ol style="list-style-type: none"> <li>1. Introduction session on marketing strategies for campus environments</li> <li>2. Training in how to develop position and committee descriptions</li> <li>3. Facilitate a brainstorming session to identify potential target groups (e.g., approach Mass Comm. majors for the Publicity Chair position)</li> <li>4. Develop strategies to reach the targeted populations. Includes identification of potential media resources.</li> <li>5. Develop overall master plan to include application, interview and selection</li> </ol>	To increase awareness related to recruiting students for volunteer positions. Apply relevant information to recruitment campaign strategies	<ol style="list-style-type: none"> <li>1. Have students do a preliminary exercise to assess their own motives for volunteering on a program board or committee.</li> <li>2. Provide overview of theories and concepts related to volunteer motivation.</li> <li>3. Facilitate discussion of how this info has contributed to self awareness of motivation.</li> <li>4. Identify how/which motivational needs can be satisfied thru committee/board involvement</li> <li>5. From #4, discuss ways in which this can be incorporated into job designs.</li> </ol>

APPENDIX D

## Coffman Union Program Council (CUPC) Student Development Assessment Survey

The development of a comprehensive and personal program of student development is based upon an evaluation of your current organizational and programming skills, and an assessment of your personal development. The information provided by the survey will be used as the basis for your learning contract, and for the development of future workshops and retreats.

### Section I: Skills

This section provides you with the opportunity to assess your current level of expertise in several areas of programming and organizational development. Please consider each item carefully and rate yourself, on a scale from 1 to 5, as objectively as possible.

#### Rating scale:

1. I know nothing about this.
2. I know a little about this.
3. I know this area fairly well.
4. I know this area very well.
5. I know this area well enough to teach others about it.

#### COFFMAN UNION PROGRAM COUNCIL-CUPC

- |   |           |
|---|-----------|
| 1. Mission and Goals of CUPC .....                                | 1 2 3 4 5 |
| 2. Structure of CUPC .....  | 1 2 3 4 5 |
| 3. Roles and Responsibilities of Exec., Coordinators, Staff ..... | 1 2 3 4 5 |
| 4. Time Commitment to CUPC .....                                  | 1 2 3 4 5 |

#### COFFMAN MEMORIAL UNION-CMU

- |   |           |
|---|-----------|
| 1. History of CMU .....                 | 1 2 3 4 5 |
| 2. Union Board of Governors (UBOG)..... | 1 2 3 4 5 |
| 3. CMU Staff.....                       | 1 2 3 4 5 |
| 4. CMU Departments .....                | 1 2 3 4 5 |
| 5. CMU Physical Layout .....            | 1 2 3 4 5 |
| 6. CMU House Policies .....             | 1 2 3 4 5 |
| 7. Management Systems: PPBS, MBO.....   | 1 2 3 4 5 |

#### UNIVERSITY OF MINNESOTA

- |   |           |
|---|-----------|
| 1. How CPU fits into the University .....       | 1 2 3 4 5 |
| 2. Student Activities Center (SAC).....         | 1 2 3 4 5 |
| 3. Minority Departments, Centers, Programs..... | 1 2 3 4 5 |
| 4. Demographics of U of M Students.....         | 1 2 3 4 5 |

#### COLLEGE UNIONS

- |   |           |
|---|-----------|
| 1. Association of College Unions—International (ACU-I) .....  | 1 2 3 4 5 |
| 2. National Entertainment and Campus Activities Association (NECAA).....  | 1 2 3 4 5 |
| 3. Department of Minnesota Union: West Bank Union, St. Paul Student Center, Minnesota Union Coordinating Board..... | 1 2 3 4 5 |

#### PROGRAMMING

- |   |           |
|---|-----------|
| 1. Program Formulation and Planning.....                    | 1 2 3 4 5 |
| 2. Co-sponsorship of Programs .....                         | 1 2 3 4 5 |
| 3. Special Programs: All Council, Thematic Programming..... | 1 2 3 4 5 |
| 4. Ethnic Dimension of Programming.....                     | 1 2 3 4 5 |
| 5. Room and Equipment Reservations .....                    | 1 2 3 4 5 |
| 6. Providing Food at Programs .....                         | 1 2 3 4 5 |
| 7. Program Evaluation.....                                  | 1 2 3 4 5 |

#### BUDGETING

- |  |           |
|--|-----------|
| 1. Annual Budget Preparation.....                      | 1 2 3 4 5 |
| 2. Quarterly Planning Summaries.....                   | 1 2 3 4 5 |
| 3. Financial Summaries .....                           | 1 2 3 4 5 |
| 4. Expense Requisitions: Purchase Orders, Checks ..... | 1 2 3 4 5 |
| 5. Contracts/Agreement for Services.....               | 1 2 3 4 5 |
| 6. Cash Handling Procedures .....                      | 1 2 3 4 5 |

#### PUBLICITY

- |   |           |
|---|-----------|
| 1. Poster Design and Printing.....                                    | 1 2 3 4 5 |
| 2. Newspaper Advertising .....  | 1 2 3 4 5 |
| 3. Public Relations Systems: Poster Distribution, Daily Pickup, etc.. | 1 2 3 4 5 |
| 4. Public Relations: Promoting Image of CUPC.....                     | 1 2 3 4 5 |
| 5. Public Service Announcements, Press Releases.....                  | 1 2 3 4 5 |

#### OFFICES

- |   |           |
|---|-----------|
| 1. Student Offices: Desks Keys, Mail Boxes, etc. .... | 1 2 3 4 5 |
| 2. Staff Offices: Files, Supplies, etc. ....          | 1 2 3 4 5 |
| 3. Telephones: Long Distance Calls.....               | 1 2 3 4 5 |

#### STUDENT DEVELOPMENT PROGRAM

- |   |           |
|---|-----------|
| 1. Goals and Structure of Program ..... | 1 2 3 4 5 |
| 2. Learning Contract.....               | 1 2 3 4 5 |
| 3. Student/Staff Partnership.....       | 1 2 3 4 5 |

#### LEADERSHIP

- |   |           |
|---|-----------|
| 1. Meetings: Chairing, Parliamentary Procedure, Participating, etc. ... | 1 2 3 4 5 |
| 2. Making Decisions: Individual and Group Process.....                  | 1 2 3 4 5 |
| 3. Solving Problems.....  | 1 2 3 4 5 |
| 4. Managing Time.....   | 1 2 3 4 5 |
| 5. Delegating Responsibilities .....                                    | 1 2 3 4 5 |
| 6. Setting Goals .....  | 1 2 3 4 5 |
| 7. Working with a Committee: Recruitment, Motivation, Reward.....       | 1 2 3 4 5 |
| 8. Communication Skills: Discussion, Written, Listening.....            | 1 2 3 4 5 |

APPENDIX E

## Section II: Human Development

This section provides you with the opportunity to assess your current stage of growth in seven areas of personal development. Using a scale of 1-10 (where 10 is the highest possible rating) evaluate your current level of development and circle the appropriate number. Also indicate how important each item is to your personal development by circling the appropriate letter in the scale:

N = not important;  
S = slightly important;  
I = important;  
V = very important;  
E = extremely important.

**Competence:** Sense of competence, the confidence that one has the ability to cope with what comes and to achieve successfully.

1. To what degree are you confident in your ability to make decisions?  
1 2 3 4 5 6 7 8 9 10      N S I V E
2. To what degree are you able to rely on your own judgment?  
1 2 3 4 5 6 7 8 9 10      N S I V E
3. To what degree are you able to critically evaluate information?  
1 2 3 4 5 6 7 8 9 10      N S I V E
4. To what degree are you able to solve complex problems?  
1 2 3 4 5 6 7 8 9 10      N S I V E
5. To what degree are you able to research and investigate an issue?  
1 2 3 4 5 6 7 8 9 10      N S I V E
6. To what degree are you comfortable contacting and meeting new people?  
1 2 3 4 5 6 7 8 9 10      N S I V E
7. To what degree are you able to communicate information and decisions to others?  
1 2 3 4 5 6 7 8 9 10      N S I V E
8. To what degree are you confident and poised in social settings?  
1 2 3 4 5 6 7 8 9 10      N S I V E
9. To what degree are you able to be assertive with a person in authority?  
1 2 3 4 5 6 7 8 9 10      N S I V E
10. To what degree are you willing to learn a new game, sport, craft?  
1 2 3 4 5 6 7 8 9 10      N S I V E
11. To what degree are you able to handle a challenge?  
1 2 3 4 5 6 7 8 9 10      N S I V E
12. To what degree are you able to accomplish your objectives?  
1 2 3 4 5 6 7 8 9 10      N S I V E

**Managing Emotions:** Experimentation with new perspectives in handling sexual and aggressive impulses — tolerances and acceptance of differences.

1. To what degree are you aware of your feelings?  
1 2 3 4 5 6 7 8 9 10      N S I V E
  2. To what degree are you able to share your feelings with others?  
1 2 3 4 5 6 7 8 9 10      N S I V E
  3. To what degree are you able to handle interpersonal conflict?  
1 2 3 4 5 6 7 8 9 10      N S I V E
  4. To what degree are you able to deal with your anger, frustration, and aggression?  
1 2 3 4 5 6 7 8 9 10      N S I V E
  5. To what degree are you able to work with people who are very different from yourself?  
1 2 3 4 5 6 7 8 9 10      N S I V E
  6. To what degree are you able to handle ambiguous situations?  
1 2 3 4 5 6 7 8 9 10      N S I V E
- Autonomy:** Free of continual needs for reassurance, affection and approval — the ability to be mobile in one's relationships.
1. To what degree are you able to work without constant reassurance, approval, affection?  
1 2 3 4 5 6 7 8 9 10      N S I V E
  2. To what degree are you willing to risk loss of approval in order to defend a strong belief?  
1 2 3 4 5 6 7 8 9 10      N S I V E

3. To what degree are you able to work with a partner or a group without losing your sense of identity?

1 2 3 4 5 6 7 8 9 10 N S I V E

4. To what degree are you able to maintain your sense of identity throughout changing relationships?

1 2 3 4 5 6 7 8 9 10 N S I V E

**Identity:** The confidence that one's ability to maintain inner continuity is matched by continuity of one's meaning for others.

1. To what degree are you comfortable with your appearance?

1 2 3 4 5 6 7 8 9 10 N S I V E

2. To what degree have you developed your sense of identity?

1 2 3 4 5 6 7 8 9 10 N S I V E

3. To what degree are you aware of other's perceptions of you?

1 2 3 4 5 6 7 8 9 10 N S I V E

4. To what degree are you able to integrate your self-image and others' perceptions of you?

1 2 3 4 5 6 7 8 9 10 N S I V E

**Freeing Interpersonal Relationships:** Ability to manage one's relationships and sense of tolerance.

1. To what degree are you able to enter into new relationships?

1 2 3 4 5 6 7 8 9 10 N S I V E

2. To what degree are you able to engage in a relationship with someone very different from yourself?

1 2 3 4 5 6 7 8 9 10 N S I V E

3. To what degree are you able to trust others?

1 2 3 4 5 6 7 8 9 10 N S I V E

4. To what degree are you able to take risks in a relationship?

1 2 3 4 5 6 7 8 9 10 N S I V E

5. To what degree are you able to continue relationships despite disagreements?

1 2 3 4 5 6 7 8 9 10 N S I V E

**Clarifying Purposes:** Development of purpose in avocational, recreational interests, vocational plans, and general life style considerations.

1. To what degree have you determined your career objectives?

1 2 3 4 5 6 7 8 9 10 N S I V E

2. To what degree have you developed your extra-curricular interests?

1 2 3 4 5 6 7 8 9 10 N S I V E

3. To what degree have you determined your academic goals?

1 2 3 4 5 6 7 8 9 10 N S I V E

4. To what degree have you determined your life style?

1 2 3 4 5 6 7 8 9 10 N S I V E

5. To what degree have you planned how to achieve your objectives?

1 2 3 4 5 6 7 8 9 10 N S I V E

**Integrity:** Development of a personally valid set of beliefs that are consistent and provide a guide for behavior.

1. To what degree have you established a set of personal values and beliefs?

1 2 3 4 5 6 7 8 9 10 N S I V E

2. To what degree are your beliefs/values adaptable to changing situations?

1 2 3 4 5 6 7 8 9 10 N S I V E

3. To what degree are you able to behave in a manner consistent with your values?

1 2 3 4 5 6 7 8 9 10 N S I V E

4. To what degree are you able to handle challenges to your values/beliefs?

1 2 3 4 5 6 7 8 9 10 N S I V E

(From Klepper, 1981, pp. 47-50)