

## **Leadership Development at Lewis & Clark College**

Lewis & Clark College is at an important juncture, with the Planning Task Force report complete, and a new Dean of Students, it is time to look at ways in which the College is living out its mission and its core values. The College takes great pride in its students and in their contributions to community and their achievements in and out of the classroom. We highlight individual student success on our website and feature their uniqueness in our publications. However, as we celebrate these students, we overlook many other students who make contributions in less overt ways. We fail to give these students the tools and encouragement to get involved and really make an impact. Even as we gather feedback from our most involved students we find that few of them (only 4%) feel fully supported in their leadership efforts by the College. The majority of students feel they need to make it on their own, figure it out, stumble along, until somehow they find an advocate or an avenue by which they can develop their skills and themselves. As an institution that holds wisdom and leadership as core values we have a responsibility to create opportunities for students to live those values, to develop them and carry them out into the world.

In October 2006, Kelly Hoover, Sachiko Vidourek, Robbie Fung and Mei-Yen Hui attended a two-day workshop presented by Ainsley Carrey Ed. D. at Reed College. The workshop, entitled, The Blueprint Workshop, presented a comprehensive guide for building a leadership program. The goal of this workshop was to guide representatives from institutions through a process whereby each school can develop a leadership program that makes sense for them.

The first step in this process was to assemble a Leadership Planning Team (hereafter referred to as the Leadership Team). Students assume leadership roles on campus through many different avenues. Many of these roles are within Student Life, but also through involvement in academic departments, (SAAB, Symposium Planning Teams, etc). Therefore, it was important to assemble the team with representation from staff and faculty outside of Student Life. Having a diverse team allowed us to consider varying perspectives and identify blind spots. The members of the Leadership Team are Kelly Hoover, Coordinator of Student Leadership & Service; Sachiko Vidourek, Director of Residence Life; Dell Smith, Professor Emeritus; Jenny Simon, Assistant Director of Athletics; Noah Kersey, Administrative Specialist in Public Affairs and Communications; Rebeca Beeman, Assistant Director Overseas and Off-Campus Programs; Yolanda (Yollie) Keeton, freshman; John Wagner, sophomore; Angela Finke, junior; and Bobby McHugh, senior and ASLC President. The goal of this team was to develop a comprehensive leadership program at Lewis & Clark. Currently, leadership development work is scattered among various departments across campus (for example RA training, College Outdoors participation, retreats sponsored by various departments or clubs). Throughout a period of seven weeks our team followed the steps outlined in the Blueprint Workshop. The steps were:

- Create a Leadership definition and discuss Leadership Assumptions

- Conduct an internal Leadership Audit including gathering information from students about their experiences and opinions of leadership through a [sureveymonkey.com](http://sureveymonkey.com) survey.
- Identify an anchor. The anchor is a symbol of the deeper meaning of leadership. It connects to the purpose of the institution. The anchor is what matters at the end of the day. It is “why” leadership is important to LC.
- Determine the scope. This is the depth and breadth of the leadership experience. It is the extent to which the leadership program is integrated into the fabric of the institution.
- Shape the philosophy. The philosophy is the heart of the program, it communicates values. It is a compass for making decisions about the content and curriculum. It is a model backed by research and grounded in theory.
- Determine delivery options. Delivery options are instructional techniques for teaching leadership. These techniques range from lectures and workshops to case studies and retreats. They are not new techniques; many of them are common instructional strategies for active learners. How leadership is taught is as important as what is taught.
- Outline a plan for future assessment/evaluation methods (this meeting will take place Fall 2007).

Through this process the Leadership Team generated many great ideas and held many interesting and insightful conversations regarding leadership, what it means, and what it looks like at Lewis & Clark. In our first steps we agreed that we all disagreed with the following list of leadership assumptions. These assumptions are:

- Leaders are born, not made
- Leadership is positional (Bobby added that Leadership requires you to go outside/beyond your position)
- Leadership is mystical/magical. It cannot be trained.
- Leaders are charismatic
- Leadership development cannot be measured
- Leaders must go first
- Leadership and management are the same things
- Leadership cannot be defined therefore it cannot be taught
- Leadership development is a passing fad

These helped to shape our future discussions about what was important and valuable about supporting leaders, and all students, in their development on Palatine Hill. They also helped us to adopt a definition of leadership from which to start: “Leadership is the art of mobilizing others to want to struggle for shared aspirations. Leadership is relationship.” (Kouzes and Posner)

From this point we turned our attention to the internal leadership audit. Our discussions centered on the ways in which students are engaged in leadership at Lewis & Clark. We focused on the following question: What are we doing now, or in the past, to develop leadership skills?

- The group brainstormed three newsprint pages worth of leadership roles and development opportunities for student leaders. The majority of opportunities

mentioned fell in the category of roles students assume, rather than formalized ways in which we support those roles. The list follows:

New Student Orientation Trips  
NSO- providing students info on what is available to them (this is indicated as a place for growth with our program development)  
Athletics  
SAAC – Student Athlete Advisory Council  
Mentoring Programs (LINCS, Balancing Act, LD/ADD Network)  
Attendance at Conferences  
E & D Course – (sets the stage, intellectual leadership, social leadership in class)  
Faculty mentorship, starting with CORE and progressing through the 4 years  
Tour guides  
On Campus Intern Positions (Student Life, Admissions, Academic Departments, Work Study)  
Student Groups  
Symposium Leaders  
International Fair, Luau, etc leaders  
Student Activism in general – students feel the drive to make what they want to see happen  
RA position  
ASLC  
ISLC  
SAAB – representatives, tutors, opportunities through grant money  
Activities Congress  
GAB – representatives, opportunities through grant money  
Campus Committees  
Career Advising, Writing Center peer mentors  
Campus Safety Student Assistant  
Sound Crew  
College Outdoors  
Co-op  
Service Projects  
Teaching Assistant Positions  
Religious Groups  
NSO Director and Volunteers  
Alternative Spring Break Trips  
Cultural Competency Workshops  
Practicums (Education and Modern Society)  
Community Psychology  
Ethnic Student Services (leadership supporting student groups)  
Department Responsibilities (particularly Music and Theatre)  
Student Publications  
Platteau

GOLD Retreat  
Commencement Speakers (other student speaker opportunities)

Secondly we discussed the following question: What are the key skills necessary for effective leadership at LC (and beyond LC)?

- We divided our answer into two categories. Skills and Competencies. Skills being traits developed over time with guidance and experience, and competencies being those abilities that are trainable.

Skills

- Taking initiative
- Comprehension
- Effective delivery of messages
- Working to find common ground and make change
- Collaboration
- Understanding Management vs. Leadership
- Understanding self, other, group
- Take Risks
- Cultural Competency/Awareness
- Promoting integration-bridge building
- How to respond to criticism
- Ethics
- Building legitimacy/credibility

Competencies

- Time management
- Listening
- Networking
- Consensus Building
- Logistical Planning Skills
- Delegation
- Facilitation
- Roberts Rules

Throughout the next few weeks we also asked questions of students - both formally, through a surveymonkey.com survey, and also informally through individual conversations with students we work with. The student perspectives on leadership characteristics were:

- Leaders need to be good communicators
- Leaders should be reflective, and make adjustments. A willingness to change, and an ability to react.
- Collaboration was key, the ability to bridge different groups, and the ability to partner with others. This also includes knowing your own strengths and weaknesses. A realization that one person can't do everything and finding others who share the same goals who can lead/fill roles where you are not as strong.
- Values/Integrity
- Having a vision or a purpose beyond yourself, working for the common good, for change.
- Being willing to be the one who is responsible
- Having confidence- This might not come naturally, but you find your way into it. This can be cultivated through mentors and learning about yourself. It is important also for leaders to instill confidence in others. Also important in doing this is to own up to where you are

developmentally to others, to share your own vulnerability and ask for help.

Their opinions on current leadership development efforts (meaning formalized support) at LC:

- It is a major problem, they feel unsupported from the institution
- They feel that currently students are facilitating support for each other
- They felt they needed more resources
- They felt they currently make things up as they go along, or else they are inheriting an organization or program and following the template put in place by those before them
- They felt the College could do a better job of reaching students during orientation in terms of preparing and developing them for leadership rather than just presenting to them all of the activity options. For example having a diversity or social responsibility day during NSO.

The surveymonkey.com results echoed these student conversations. A few comments from the survey follow:

*“A leader must find a balance between taking leadership roles and working with others. Teamwork is essential to effective leadership. Additionally, a leader is someone who inspires others and displays passion for the organization/cause etc.”*

*“A leader must be willing to step forward and lead when called upon, and also to step back and lead from the back when appropriate. Additionally, while there are typically characteristics that can be identified across acknowledged leaders, anyone has the potential to be a leader - it simply depends if they choose to be or not.”*

*“I feel like this school supports the people it chooses to support-- if you're lucky enough to work your way into the system then you have resources and mentors to utilize. Without making a very conscious effort to break in, I think the school leaves you dry.”*

*“I feel the college values my role, although they do not do much to enhance it. I am active, but don't feel much encouragement about what I am doing, or guidance in what more I can do.”*

*“... because the school's opportunity for leadership are narrow in scope I have not participated. Unless they are attempting to define leadership really broadly in which case many people are involved but not receiving quality skill development.”*

*“More opportunities to develop skills are always good. Leadership in particular is very important and I think a lot of students on this campus could benefit. Especially since this campus prides itself on its extreme views on issues. We all need good leadership skills in order to express our views and thoughts in the real world.”*

Having this background information in hand, and understanding better the perspectives of students in regards to their opinions of current and possible future leadership development opportunities, the group turned its attention to the institution and why developing student leadership is important to our campus. In reviewing both the College mission and the Task Force report we felt that a structured and formalized leadership program would fit well at Lewis & Clark. We see the Leadership Program as a way in which the College can live its mission of preparing students for civic leadership and provide some tangibility to the College's core value of wisdom and leadership.

The aforementioned documents led us nicely into developing a vision and mission for the Leadership Program, this was done in tandem with looking at some guiding philosophies to ground the program. We focused our attention on three well-researched and proven philosophies or models: The Social Change Model, The Leadership Challenge, and the Relational Leadership Model. After reviewing the tenants of these philosophies, we felt strongly that the Social Change Model was the best fit for Lewis & Clark students. Some highlights of the Social Change Model of Leadership Development are:

- Leadership is concerned with effecting change on behalf of others and society.
- Leadership is a process rather than a position
- Leadership is collaborative
- Leadership should be value-based
- All students are potential leaders
- Service is a powerful vehicle for developing student leaders

Additionally, the Social Change Model of Leadership Development is focused on two main goals:

1. To enhance student learning and development of self-knowledge and leadership competence
2. To facilitate positive social change

The Social Change Model focuses on three levels of student development: individual, group and community. Within these levels the model looks to develop particular skills for the student, referred to as the seven "C's".

Individual

- Consciousness of self
- Congruence
- Commitment

Group

- Collaboration
- Common purpose
- Controversy with civility

Community

- Citizenship
- CHANGE

Having a philosophy at hand to guide us, we refined our vision and mission for the Leadership Program.

**VISION:** The vision of the Leadership Development Program is to encourage individual growth and promote collaboration for social change.

**MISSION:** The mission of the Leadership Development Program is to enhance student learning, develop knowledge of self, and build leadership competence. We aim to inspire students to be alive with inquiry, open to diversity and engaged in civic leadership.

The Leadership Team's subsequent meetings focused on the delivery methods; what does this program look like in practice? Both long-term and short-term programs were discussed with some key initiatives to take place in Fall 2007. We also recognize that there are some positive leadership development programs already taking place; our hope is to dovetail these programs into an overarching structure that makes it more accessible and easier to navigate for students. A mock-up publication advertising these programs and activities is in the works. It is our hope that a final publication is created during summer 2007 for disbursement to new and returning students in early September.

The following is a description of Leadership Development programs we'd like to see implemented Fall 2007.

### **Fall Training**

In order to best provide students with the time and tools that will ensure a successful year, it is imperative that we create a venue that allows them a chance to focus on their leadership role on campus without competing with their important academic priorities. This is best done prior to the start of the academic year. Given the current format of RA Training, and building upon the success of the Student Athlete Mentors joining in on some of that training in 2006, we look to expand this model to invite more students to take part in workshops and facilitated planning during late August. We propose that for 2007, the following groups of student leaders be invited to take part in a four-day leadership training prior New Student Orientation.

- Resident Assistants
- Student Athlete Mentors
- Student Life Interns
- New Student Orientation Volunteers
- LINCS mentors
- ASLC Officers

In future years we propose that this group expand to include:

- ISLC Officers
- CBB Funded Group Leaders
- Pamplin Fellows
- Rogers Scholars
- Student Athlete Advisory Council
- And other student group leaders deemed appropriate by the Leadership Advisory Board

### **Leadership Lecture Series**

Once a month we propose inviting a member of the Board of Trustees or a community leader to address one of the seven "C's" and how that skill has been important to their life, both personally and professionally. In order to gain some interest from students we

will solicit suggestions for future speakers at each event. Ideally, the format will involve a talk from the invited speaker and also a mingling time afterwards for people to have follow-up conversations and network with one another.

### **Leadership Mentors**

One issue that was continually brought up from students was that they often needed help simply navigating the systems of operation at the College, or someone to go to bounce ideas around with, or to solicit advice. We'd like to see a Leadership Mentor program implemented, whereby experienced student leaders willing to help others serve to help emerging leaders in their development. For those students serving as Leadership Mentors, we'd like to continue the system of support and have faculty/staff/administrators serve as mentors to these experienced students, giving them the opportunity to continue their own development.

### **Practical Skills Workshops**

Following Pio-Fair and the kickoff that provides for student groups, students face the task of building group community, goals and activities for the school year. This requires involved students gain some basic competencies for ensuring a successful year. Several years ago Student Leadership & Service organized a Leadership Primer, which organized workshops for students on topics such as delegation, event planning, and strategies for publicity. The Primer was discontinued because of low attendance, but reinstating this type of workshop in conjunction with a larger Leadership Program seems appropriate.

### **Advisor Training/Information Sharing**

All student groups have a faculty or staff advisor, however, for many groups this is little more than a signature on their club application. While our group recognizes that it is unlikely that we would be able to pull all advisors together for a training session, we see a need to create an avenue to pass along information for advisors. By creating a webpage, a PDF handbook, and monthly "Advisor E-Newsletters" we will be able to keep advisors in the loop and provide them with tools and information that will make Clubs and Organizations stronger. We also see that by creating this type of e-forum, we will simply keep their role as club advisor at the forefront of their mind.

### **Alumni Connections**

Students have anecdotally reported the immeasurable value of networking with young alumni who had been involved in the same roles the current students currently occupy. From working with Kito Alvarez and Nina Narelle on events for the Ray Warren Multi-cultural Symposium, or attending a networking social of alums who had been involved in United Sexualities, students find both the formal and informal mentoring they receive from these alumni as key learning moments in their own development. The Leadership Program would like to work to create more of these types of connections that have proven to be so valuable for students and keeps young alumni connected and invested in Lewis & Clark.

### **Emerging Leaders**

Building upon the success of the GOLD retreat, a weekend experience for emerging leaders nominated by Student Life staff, we propose expanding this program to create opportunity for more students to take part. Currently, this retreat takes place either once a year, or once per semester dependent upon the Student Leadership & Service budget. We feel it would be beneficial to train additional Student Life staff to facilitate the retreat and add more dates for the retreat to be offered. We also would like to open the nomination process so that faculty (particularly from E&D) have the opportunity to nominate students.

### **Current Leadership Opportunities**

Through the Leadership Audit, the Leadership Team identified current opportunities for students to develop skills and competencies. The following currently offered programs fall nicely under the Leadership Program umbrella we see these programs remaining they will remain unchanged, aside from possible expansion where appropriate.

- Alternative Spring Break Trips
- Conference opportunities (Student attendance sponsored by various departments)
- Cultural Competency Workshop
- Community Service Opportunities
- College Outdoor Trips/Leadership ladder

### **Long-term Goals**

Looking ahead to the ideal Leadership Development Program, the Team was in agreement that some sort of Leadership Class be incorporated into the College. We saw this as a one or two credit class in which faculty might team-teach with a member of the Student Life staff. Many campuses have this type of class incorporated in the curriculum. It has proven for others as a valuable tool to provide student leaders, such as Resident Assistants, with an in-depth background of student development theory and practice that is only able to be touched upon with a short training program.

### **Additional Notes**

The Leadership Team had many valuable ideas of ways to provide students with more support and resources in their development as leaders. The above-mentioned methods of delivery are the highlights of this process. I am heartened by the energy and enthusiasm our group generated in this process. I feel confident that this report represents the foundation upon which more ideas, programs and opportunities can be built.

### **One Last Step**

Our team has one last step to take in this planning process, developing a method of assessment programmatic outcomes. The plan is to reconvene this group in early September 2007 for this final task, which will include identifying members of the Lewis & Clark community to serve on a Leadership Advisory Board.

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