

Student Leadership Development Seminar

Description: The Student Leadership Development Series is a semester-long educational series that explores leadership theories, competencies, and concepts. Participants are challenged to apply newly learned content to aspects of their individual lives— occupational, relational, or as witnessed in current events.

Series Objectives:

1. Students will demonstrate a basic knowledge of leadership theories and theory families.
2. Students will demonstrate a knowledge of various leadership competencies and concepts, identifying how they fit into effective leadership.
3. Students will develop and incorporate a personal leadership style into existing leadership roles or create a plan for future leadership.

Eligibility: Any matriculated Weber State undergraduate is eligible for the program. Participants may also be eligible for HIEE's Pay. Participation in the Student Leadership Development Series does not guarantee benefits related to HIEE's Pay. If an individual qualifies for HIEE's Pay, they must follow all HIEE's Pay guidelines and submit necessary documentation on time to receive benefits associated with that initiative. Participation requires signing up through the Student Involvement and Leadership website or contacting the Coordinator of Leadership Programs, Sheldon Cheshire (scheshire@weber.edu).

Week 1
Introduction to Leadership Development

Objectives:

- Students will demonstrate a basic knowledge of leadership theory families and be able to readily identify more than half of those families.
- Students will articulate the purpose of Seemiller's Student Leadership Competencies¹, including an understanding of the competency dimensions.

Lesson Introduction:

Introduction of Leadership Theory Families

- The concept of theory families was developed to provide an organized framework in which to better understand various leadership theories. There is no specific theory categorizing them, but Rian Satterwhite (UNLV)² has compiled this list:
 - Trait
 - Behavioral
 - Situational
 - Process
 - Systems
 - Cultural
 - Critical

Introduction of Student Leadership Competencies and Competency Areas

- Learning & Reasoning/Strategic Planning/ Communication

Day's Plans/Activities:

List of Needed Things:

- Paper plates, crayons, pencils, colored pencils

1. Activity #1: Leadership Buffet

- a. *Imagine for a moment that you are visiting a buffet-style restaurant or a summer barbecue. What is your process for determining what you will put*

¹ Seemiller, C. "The Student Leadership Competencies Guidebook: Designing Intentional Leadership Learning and Development". 2014.

² Satterwhite, Rian.

on your plate? For you, are there certain foods you put more of on your plate? Do you take equal portions?

i. Illustrate/list your buffet plate(s).

- b. Your personal leadership style is like a buffet. As you examine the theories, competencies, and concepts surrounding leadership, you could do something similar to what you do at a buffet. Look to add a variety of choices to your own personal “plate”.

Assignments:None

Week 2 Introduction to Leadership Theories and Competencies

Objectives:

- Students will demonstrate a basic knowledge of leadership theory families and be able to readily identify more than half of those families.
- Students will articulate the purpose of Seemiller's Student Leadership Competencies, including an understanding of the competency dimensions.

Lesson Introduction:

Leadership Theory Families

- Theory families were developed to provide an organized framework in which to better understand various leadership theories. Rian Satterwhite (UNLV) has compiled the following list:
 - Trait theories explore the traits and characteristics of those who lead.
 - Behavioral theories discuss the ways in which effective leaders act.
 - Situational theories assert that leadership depends upon the context or environment in which leaders operate.
 - Process theories are grounded in the relationships that exist between leaders and those they lead.
 - Systems theories examine the impact that leaders have on the entities outside the immediate environment.
 - Cultural theories observe the contexts in which leadership exists.
 - Critical theories seek to expose the biases that exist within the histories of leadership to come closer to an objective understanding of leadership experiences.

Student Leadership Competencies and Competency Areas

- The Student Leadership Competencies that will be explored were developed in 2008 by Dr. Corey Seemiller. Through her student leadership research, Dr. Seemiller identified multiple concepts and competencies students can grow to become more effective leaders. Those competencies were categorized into eight competency areas:
 - Learning & Reasoning
 - Strategic Planning
 - Communication
 - Self- Awareness
 - Interpersonal Interaction
 - Group Dynamics

- Civic Responsibility
- Personal Behavior

Assignments:

- Review the discussed theory families and competency areas. Which ones resonate with you the most? Which ones are you most anticipating learning about?
- Take StrengthsFinder assessment.
 - Review the Signature Theme Report and take note of the portions that resonate with you.
- Take MBTI Assessment (<https://www.16personalities.com/>)

Week 3 Trait Theories

Objectives:

- Students will list the key identifiers of Trait Theories.
- Students will be able to identify one or more specific trait theories.

Lesson Introduction:

We are going to learn about Trait Theories. What is now known as Trait Theory began in the 1800s with what was known as the “Great Man Theory.” This theory centered on the idea that individuals, to be good leaders, needed to be born with specific traits. The key to the Great Man Theory was the thought experiment exploring whether individuals (specifically men) were born leaders or whether leadership was cultivated in life.

Trait theory then evolved into the study of those individuals seen as effective leaders and the qualities those leaders seemed to possess.

Day’s Plans/Activities:

List of Needed Things:

- Paper and pencils

1. Activity #1 (Starter)

- a. [Think, Pair, Share] List individuals looked on as heroes. What qualities do they possess? Are there any of those qualities you have? Which of those qualities would you want to incorporate into your own life and leadership?

2. Activity #2 - Review Clifton Strengths

- a. Pair/group up and discuss your themes. *What surprised you most about your Themes? What information did not surprise you?*

3. Activity #3 Review MBTI

- a. Group together based on the sixteen MBTI profiles.
 - i. As a group, decide on one word to describe WHAT your MBTI profile does. [Compare that word with the one Myers-Briggs provides. Perhaps some students have already discovered the single word descriptor. This is fine.]

Assignments:

- Create a “What, How, and Why?” analysis of yourself using MBTI, CliftonStrengths, and Via (or another values-based assessment). Include a description of how each facet of your personal traits inform the others.
- Fill out the pros and cons sheet for Trait Theories

Week 4 Behavioral Theories

Objectives:

- Students will be able to define the identifiers of behavioral theories of leadership.
- Students will be able to identify one or more specific behavioral theories and a key component of each identified theory.

Lesson Introduction:

Introduction to Behavioral Theories: The premise of the Behavioral Theory of leadership is that leadership is a learned behavior. Most Behavioral Theories provide clues and tips on how good leaders should act. Behavioral theories reflect actionable items about what leaders should do to be effective.

Day's Plans/Activities:

- Seven Habits of Highly Effective People
- Five Practices of Exemplary Leadership (Student Leadership Challenge)
- Q4 (High v. Low Regard; Initiate v. Avoid)
 - Q1: Tell & Do
 - Q2: Avoid & Abdicate
 - Q3: Pacify & Socialize
 - Q4: Challenge & Involve

1. Activity #1

- a. [Think, Pair, Share] Questions to Ponder:
 - i. What makes the theories listed (and any other Behavioral Theories) similar to one another?
 - ii. How do they contrast?
 - iii. How might Behavioral Theories enhance one's ability to lead?
 - iv. Which theory (or theories) resonate with you most? What draws you to that theory?

Assignments:

Fill out the pros and cons sheet for Behavior Theories
Situational Theories

Objectives:

- Students will list the key identifiers of Situational Theories.
- Students will be able to identify one or more specific situational theories.

Lesson Introduction:

Introduction to Situational Leadership: Situational Theory emerged from the idea that leaders need to apply different behaviors in different situations to reach success. Hersey and Blanchard (1969) developed an approach to Situational Theory that is still widely used today; leaders should apply differing degrees of challenge and support to their followers based on differing follower characteristics and experience. The less experience and confidence a follower has, the more the leader should support and direct the follower's actions. Situational Theory led the way to Contingency Theory, which took a slightly more systemic approach, emphasizing matching leaders and their natural styles and behaviors to situations appropriate for them. Situational Theory remains one of the most popular and applied views of leadership development and is a foundational component used in many professional leadership training practices.

Day's Plans/Activities:

List of Needed Things:

- Handouts
 - Handout 1 - Four developmental levels
 - Handout 2 - Four related supervisory styles
 - Handout 3 - Match-Mismatch
 - Handout 4 - Reflection Questions
 - Handout 5 - Situational Leadership Action Plan
 - Handout 6 - More on supervisory styles
- One Minute Manager

1. Activity #1

- a. Motivating the Middle - [Situational Leadership Activity](#)

Assignment:

Complete the pros and cons sheet for Situational Theories
Week 6
Process Theories

Objectives:

- Students will be able to define the identifiers of Process theories of leadership.

- Students will be able to identify one or more specific process theories and a key component of each identified theory.

Lesson Introduction:

Introduction to Process Theory: Process theories are based on interactions between the leaders and those being led (or the process by which the leader engages). Process theory is the process that incorporates vision, motivation, and morality in developing leaders and encouraging them to reach their full potential. Leadership is a "process that changes and transforms people" and "moves followers to accomplish more than what is usually expected of them" (Northouse, 2015, p. 185.) Process theory's significance is in understanding leadership's process and goals. This theory was initially captured through the concept of Transformational Leadership, which includes transforming followers by "treating them as full human beings" (Northouse, 2015, p. 185.) Among the process theories are:

- -

Day's Plans/Activities:

List of Needed Things:

- [Provide access to these articles](#)
 - [Social Change Model](#)
 - [Servant Leadership](#)
 - [Relational Leadership](#)
 - [Transformational Leadership](#)

1. Activity #1:

Gallery Walk: Students are randomly assigned a specific Process theory to research.

They then create a poster highlighting the most important aspects of the assigned theory. Class members then move from poster to poster, asking questions and learning about the theories.

Week 7
Systems & Critical Theories

Objectives:

- Students will list the key identifiers of Systems Theories.

Plan:

- Intro to Systems Theory
 - Chaos Theory: Like a weather report– Analyzing, identifying, and predicting patterns. Sometimes taking measures to reduce potential damage, but doing little to address/solve the issue.
 - “Wicked Problems”- Viewing the problems as wicked, not the individuals associated with the problem.
 - Systems Mapping
 - Systems Audit
 - What systems are in place that are helping and/or hindering progress?
- Intro to Critical Theory
 - Intro to Critical Theory:
 - Examination of power dynamics
 - Disruption of tradition and status quo
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Activity:

- Create a Systems Map
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Week 8
Cultural Theory

Objectives:

- Students will be able to identify one or more specific cultural theories and a key component of each identified theory.
- Students will identify key understandings surrounding Critical Theory.

Lesson Introduction:

Intro to Cultural Theory:

- Multicultural Leadership
- Patriarchal/Matriarchal Culture
- Non-western Models

Day's Plans/Activities:

1. Activity:
 - a. Create a Systems Map

Week 9
Learning & Reasoning

Objectives:

- Students will gain a basic understanding of leadership competencies and articulate how those competencies lead to effective leadership.
- Students will explore critical thinking and problem solving.

Lesson Introduction:

Competencies are knowledge, values, abilities, and behaviors that help an individual

- Introduction to Learning and Reasoning
 - Research/Critical Thinking
 - Reflection
 - When reflecting, a good practice is to answer the following questions:
 - What?
 - What was the content that was learned? What was added knowledge- something that was unknown before?
 - So What?
 - Why is the content important? How does the content impact you as a leader?
 - Now What?
 - What specific things will you do to implement the new knowledge in your leadership style? How will you intentionally apply the new content?
 - Problem Solving

Day's Plans/Activities:

Activity #1

- a. Sheldon PowerPoint "Mermaids Aren't Real?"

Assignment:

Bring a personal mission statement or a mission or vision statement from an organization with which you are familiar to our next class.

Week 10 Strategic Planning

Objectives:

- Students will learn different strategic planning strategies and why those strategies are important to accomplish goals and keep focused

Lesson Introduction:

Intro to Strategic Planning

- [Mission vs. Vision](#)
 - Mission Statement
 - [Vision Statement](#) Here are five specific benefits that come from having a personal vision statement and using it to find balance:

1. It becomes easier to make decisions.

- If you find yourself in a moment of your life or career in which important and complex decisions need to be made, having a personal vision statement can be a compass for you. It will remind you of your inner qualities, values, and purposes to help you identify the best path.

2. It provides you with a sense of direction.

- We need to feel that what we do (in our lives and work) has meaning. To find motivation for actions, we need to know that what we are doing is worthy and that will drive us somewhere. A personal statement clarifies your vision and shows where you are going and what you want to achieve.

3. It helps you determine your long-term and short-term goals.

- This sense of direction can be broken down into long-term and short-term goals. After creating your statement, you will have a clear long-term goal. The goal will help you set short-term goals and actionable steps to achieve them. The long-term goal will remain mostly stable throughout the years and will inform short-term goals that will change over time.

4. It will motivate you during tough times.

- When times become difficult, it can be difficult to maintain motivation and keep doing your job or invest in your personal life with passion. A written statement can help you remind yourself of your whys and bring you back on track.

5. It will help you live a balanced life.

- A well-written statement contains personal and professional aspects of your life; it is spiritual and day-by-day oriented. Reminding yourself of your statement will help you live a more balanced life.

- SMART Goals
 - Specific- The objective clearly states what will happen and who will do it.
 - Measurable- Indicating how the action will be measured (how will you know if progress has been made or the goal has been reached?)
 - Achievable- The objective is realistic, given the circumstances.
 - Relevant- Makes sense and fits the purpose of those working toward the objective.
 - Time-Bound- There are timetables and a set deadline to reach the goal or at least reflect on it.

Day's Plans/Activities:

1. Activity #1
 - a. Create a personal mission and vision statement
 - a. Create one long term (six-months to a year) and one short term (three months or less) SMART goal.

Assignment:

- Take the VIA Strengths Assessment

Week 11
Communication & Self-Awareness

Objectives:

- Participants will identify various non-verbal cues and determine ways to express and interpret them.
- Participants will identify qualities of effective emails and articulate why effective emails are important in communication.
- Participants will understand key points to giving feedback and practice giving feedback to one another.
- Participants will understand key principles to receiving feedback and practice responding appropriately to feedback.
- Participants will examine their own values and apply them to leadership development.

Lesson Introduction:

We're going to talk about communication and self-awareness. The three forms of communication we will go over are verbal/nonverbal, written, and conflict negotiation. After this, we will review self-awareness, discuss giving and receiving feedback, and discuss personal values.

Day's Plans/Activities:

List of Needed Things:

- Worksheet access checked
- Laptop with a screen to watch videos

1. Activity #1

a. [Verbal/Nonverbal](#)

Written

Why is effective written communication important?

[10 Tips for Effective Emails](#)

Conflict Negotiation

Conflict v. Contention

- Conflict occurs when there are differing viewpoints and individuals are committed to working together to find a solution and common ground.

- Contention occurs when there are differing viewpoints and one or more individuals is more concerned with being right or dominating than coming to a mutually agreeable solution.

Activity #2

- Self-Awareness
 - Giving/Receiving Feedback
 - [Giving Feedback- Shari Harley](#) (**At timestamp 3:10, skip to 8:23**)
 - [Receiving Feedback- John Izzo](#)
 - Personal Values
 - VIA Strengths Assessment Review

Activity #3:

- [Giving and Receiving Feedback Case Studies](#) (Role Plays)

Assignment: None

Week 12
Interpersonal Interaction and Group Dynamics

Objectives:

- Participants will be able to identify key components to positive interpersonal interactions as a leader.

Lesson Introduction:

We're going to talk about interpersonal interactions and group dynamics. Interpersonal interactions include empathy and collaboration. We will talk about group dynamics and Tuckman's stages of group development.

Day's Plans/Activities:

List of Needed Things:

- Laptop and a screen to view video
- Access to X/Y Game

- Interpersonal Interactions
 - Empathy
 - [Brene Brown's TED Talk on Empathy](#)
 - Collaboration
 - [X/Y Game](#)

- Group Dynamics
 - Tuckman's Stages of Group Development

Activity #1

Collaboratively work on the [Group Development scenarios](#), identifying the stages of development and what constitutes those stages.

Assignment: None

Week 13
Civic Responsibility and Personal Behavior

Objectives:

- Participants will identify
- Participants will tie service to leadership development, particularly how it relates to servant leadership.
- Participants will explore the connection between personal behavior and leadership. Particular attention will be given to personal accountability and ethical behavior.

Lesson Introduction:

We're going to talk about civic responsibility and personal behavior. Civic responsibilities we will cover are social responsibility and service. After civic responsibilities, we will talk about individual behavior.

Day's Plans/Activities:

- Civic Responsibility
 - Social Responsibility
 - Service
- Personal Behavior
 - Accountability
 - Ethics/Integrity
 - [Gratitude] **Gratitude is not a competency listed by Seemiller, but underpins so much of leadership personal responsibility.*

List of Needed Things:

- Check access to Ethics Assessment

Activity #1:

[Ethics Assessment](#)

Assignment:

- Identify the leadership style you want to implement in future leadership roles.
 - Create and describe that leadership style in a way that reflects your personality.
 - Be sure to include a variety of specific theories and theory families, as well as leadership competencies you wish to embody.
 - Some ideas for your description (you don't have to use any of these suggestions– they are just a list of possible ideas to get you started):
 - Envision yourself as a “leadership superhero” and design that individual. Be sure to include “super strengths” and limitations.
 - Create a D&D-style character sheet with the leadership competencies and areas of emphasis.
 - Develop a presentation describing your leadership style.
 - Compile excerpts from popular culture (comics, books, movies, music) in a summary of a reflection of your ideal leadership style. It could include movie clips, a Spotify/Apple Music playlist, etc.
- Create a vision board representing your leadership style.

Week 14 & 15
Developing A Personal Leadership Style

Objectives:

- Using information gathered throughout the series, students will create and describe the leadership style they desire to implement in future leadership roles.

Lesson Introduction:

We are going to learn how to develop a personal leadership style.

Day's Plans/Activities:

- List of Needed Things:
- Worksheet access checked
- Laptop with a screen to watch videos

Activity #1

1. Starter Activity: Review the

Assignment: