

A FORMATIVE EVALUATION OF  
SACRAMENTO STATE'S LEADERSHIP INITIATIVE PROGRAM DESIGN

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A Thesis

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Is Sacramento State's Leadership Initiative well designed? Can the program design be improved? In this thesis, I create a rubric to evaluate the Leadership Initiative program design by extracting approximately 100 program design goals from relevant literature. I condense those goals into roughly 30 themes, and classify the themes by "universe." I explain that three communities, each a separate universe, care about leadership program design: the profession, the university, and the students. As an outside observer, I compare the program materials to the rubric to determine which goals have and have not been met.

The Leadership Initiative is well designed with respect to student and university goals, but could be improved to meet the following professional standards: acknowledge student success, request comments from staff and partners on program development and implementation, and adapt the program based on feedback. I offer recommendations to improve program design, anticipate challenges, and propose future developments.

\_\_\_\_\_, Committee Chair  
Mary Kirlin, D.P.A.

\_\_\_\_\_  
Date

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“Do everything. One thing may turn out right.” –Humphrey Bogart

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## Chapter 1

### INTRODUCTION

#### Purpose of the Study

Sacramento State implemented the Leadership Initiative, a co-curricular leadership program, in the fall semester of 2009. The purpose of the program is to increase student involvement on campus and teach students practical and invaluable leadership skills that will be useful in college, a career and in life. The Student Organizations and Leadership department developed and administers the program, and explains that “all Sacramento State students are capable of learning and developing a leadership skill set that positively affects their personal, educational and professional development in order to create change in their community” (Student Organizations & Leadership, 2010). In this thesis, I evaluate the Leadership Initiative program design, based on how program materials compare to criteria specified in relevant literature. I also identify successful aspects of the Leadership Initiative program design, and indicate areas for program improvement.

In the remainder of this chapter, I explain the Leadership Initiative’s structure, content and history, as well as the work I did to create program materials. I close the chapter with an overview of the thesis project question. Chapter 2 is a literature review that explores the goals and standards a leadership program design should include. In Chapter 3, I create a rubric of goals and standards based on the literature to evaluate the Leadership Initiative. I explain that as an outside observer, my analytic process relies on three main sources of information: a departmental planning document, conversations with

department administrators, and materials I wrote for the program. In the fourth chapter I relate my findings and analyses of Sacramento State's program design. I explain how it is designed to meet particular goals and standards, and discuss the most interesting efforts of the program to meet these goals and standards. I summarize Leadership Initiative program design successes and areas for improvement in the final chapter. I also anticipate program challenges and recommend future developments.

#### The Leadership Initiative: What is It, and How Can It Be Completed?

The Leadership Initiative (LI) is a co-curricular student program comprised of four semester-long "certificates" (see Appendix E: Leadership Initiative Certificate Objectives to review certificate learning outcomes). Each certificate requires students to participate in two workshops focusing on specific areas of leadership development (to review the workshops in detail, see Appendix B: Workshop Curricula), and attend an event from each of the following areas: appreciating diversity, campus life, leadership, professional development, service, and wellness. Students must take an assessment at the end of each workshop, and at the culmination of each certificate (for workshop-level assessments, see Appendix C: Workshop Assessments; for certificate-level assessments, see Appendix D: Certificate Assessments). Additionally, students take a preliminary leadership self-assessment when they enter the program, and take the same assessment upon completion of all four certificates.

Student Organizations and Leadership administrators envisioned a program that would teach participants leadership skills that would be useful during and after college

(Student Organizations & Leadership, 2010). SO&L personnel designed the Leadership

Initiative to:

- teach students a leadership skill set that positively affects their personal, educational and professional development.
- increase student involvement.
- add meaning and value to a student's co-curricular involvement.
- aid personal development.
- provide professional preparation.
- increase student retention and persistence.
- provide resume enhancement opportunities.
- provide reference points for professional interviews.
- be based on the Social Change Model.
- be enjoyable for students.
- feature progressively more intense expectations for achievement.
- be open to all students.
- include learning assessments.
- require students to attend events.
- require students to mentor another student.
- work with partners on campus, including the career center, faculty, residential life, alumni, academic departments, student clubs and organizations, and current students.

- form collaborative partnerships with businesses, public agencies and private citizens in the greater Sacramento community.

(Student Organizations & Leadership, 2010).

In the rest of this chapter, I explain the structure and content of the Leadership Initiative. I also created a chronological summary of program requirements for readers interested in the timeline students must follow to complete the program (see Appendix A: Leadership Initiative Requirements).

### The Structure and Content of the Leadership Initiative

The four certificates—the Green Certificate, the Gold Certificate, the Hornet Pride Certificate, and the Mentor Certificate—are progressive and cumulative; therefore, a student must complete them in order. Student Organizations and Leadership (SO&L) administrators based the LI on the Social Change Model of Leadership Development (HERI, 1996). The Social Change Model, as it is commonly referred to, is a leadership development model that proposes student development as a means to achieve positive social change. The model consists of seven elements referred to as “The Seven C’s” that can be taught to empower people to create positive social change: consciousness of self, congruence (acting in accordance with one’s values), commitment, collaboration, common purpose, controversy with civility, and citizenship (civic responsibility).

The first certificate, the Green Certificate, introduces students to the Social Change Model, and the concepts of leadership and self-awareness. The first workshop, “Introduction to Leadership,” asks students to define what each of the Seven C’s mean, before reviewing the Social Change Model in depth. Students discuss social change, and

brainstorm changes that could improve Sacramento State and the greater community. In the second workshop, “Introduction to Student Development,” students identify personal values, discuss who and what makes a difference in their lives, and write personal mission statements based on their values. Students cannot participate in the second certificate without successfully completing the Green Certificate.

The second certificate, the Gold Certificate, requires students to practice consciousness of self and congruence, to engage in controversy with civility, and to work toward achieving a common purpose they share with other participants. Workshop activities are designed for students to demonstrate empathy, respect and openness. Students are asked to reflect on their choices, behaviors, values and beliefs. The first workshop, “The Value of Reflection,” includes an activity called the Social Barometer, in which students arrange themselves according to strength of personal beliefs. The activity begins with questions of simple preference; it concludes with contentious, political and controversial topics. Students reflect on the experience as a group, and explore values that differ from their own. The second workshop, “Reflecting My Values and the Meaning of Life,” calls for students to consider if their actions are congruent with their values. Participants also contemplate career options that reflect their personal values.

The third certificate, the Hornet Pride Certificate, encourages students to engage in controversy with civility, congruence, commitment, and collaboration, and to further develop consciousness of self. Effective communication, active listening, group skills, teamwork and trust are central themes. In the first workshop, “Conflict and Communication: Disagree Without Being Disagreeable,” students examine how

individuals engage in controversy and conflict. Participants attempt a formal negotiation and try to find common ground. In the second workshop, “Let’s Get it Started: Creating Commitment,” students consider what makes a formal commitment, and the implications of breaking a commitment, or quitting. Students examine personal interactions within the campus community. The workshop practitioner distributes a list of all student clubs on campus, and participants are asked to attend a meeting from a club they are unfamiliar with.

The final certificate, the Mentor Certificate, focuses on collaboration, common purpose and citizenship. It requires students to mentor other students, and challenges them to create positive social change through collaboration. The first workshop, “We Can Work it Out: Success Through Collaboration and Community,” covers basic concepts about group dynamics, and asks students to identify what they would like to improve in their community. Students break into groups based on community improvement ideas, and plan how to enact the desired social change. The final workshop, “Engage Your World: Be the Change,” reviews the Seven C’s of the Social Change Model, and suggests students view themselves as change agents. Participants also create a leadership toolkit. The Mentor Certificate has a few additional requirements beyond the three previous certificates: 15 hours of community service, a meeting with the Career Center to write a resume, and planning and conducting two events or workshops.

Those who complete all four certificates receive a certificate of completion and a letter signed by Sacramento State’s president, and vice president of student affairs. These students are invited to an end-of-program reception to celebrate the accomplishment.



The Leadership Initiative officially began in the fall semester of 2010, with 105 students participating in the Green Certificate. In the spring semester of 2011, 315 students began the Green Certificate, and 56 of the 2010 fall semester cohort continued in the Gold Certificate. To date, more than 400 students have joined the Leadership Initiative. SO&L will offer the first Hornet Pride certificate in the fall semester of 2011 and the first Mentor certificate in the spring semester of 2012.

#### History of the Leadership Initiative

In 2004, Sacramento State president Dr. Alexander Gonzalez announced *Destination 2010*, a strategic plan for Sacramento State that outlined “vibrant student programs” as a priority for the campus. President Gonzalez also announced a new motto for the campus: “Leadership begins here.” According to Karlos Santos-Coy (2010), SO&L department administrators were interested in implementing a leadership development program on campus. During the 2006-07 academic year, Lou Camera, then-director of Student Organizations and Leadership, proposed the idea for a leadership program based on the Social Change Model (Camera, 2006). That same year, SO&L employees attended a conference hosted by the National Clearinghouse for Leadership Programs (NCLP), commemorating the 10th anniversary of the Social Change Model. The authors of the Social Change Model were the conference keynote speakers. Santos-Coy says the conference served as a focusing event that inspired the department to plan a formal leadership program.

In 2007, a handful of Sacramento State faculty, students, staff, administration and Sacramento community members began meeting informally to discuss how each group

“did” leadership with students. The group was dubbed “Conversations on Leadership,” and in 2008, morphed into an official campus committee, the LEAD Committee.

(Program staff cannot remember what the acronym stood for.) The LEAD committee included representatives from Associated Students (ASI), and met with regularity. The committee considered best practices from leadership programs and student engagement models across the country. LEAD Committee members agreed to draft a plan for a leadership program informed by the best practices, and decided the most appropriate office to manage such a program was Student Organizations and Leadership.

In fall 2009, SO&L partnered with professor Beth Erickson of the Recreation, Parks and Tourism Administration (RPTA) academic department to pilot an early version of the co-curricular program, as envisioned by the LEAD Committee. Professor Erickson taught the first phase of the leadership pilot program to 35 students enrolled in one RPTA academic course for credit. In the spring semester of 2010, the leadership pilot program entered phase two with an astounding 250 students enrolled in two sections of an Educational Opportunity Program (EOP) academic course, taught for credit via the Ethnic Studies (ETHN) department. SO&L named the program the “Leadership Initiative Certificate Program.” The first official semester of the Leadership Initiative Certificate Program—more commonly referred to as the Leadership Initiative—began the fall semester of 2010, enrolling students in two sections of RPTA academic courses.

SO&L developed the framework to guide the Leadership Initiative—four certificates, program requirements, workshops, events, and partnerships. Professor Erickson relied on Karlos Santos-Coy, leadership education coordinator for SO&L, to

furnish leadership workshop plans and materials. Santos-Coy used workshop materials he had from years of working in the SO&L office, but Erickson, Santos-Coy and Alysson Satterlund, new director of SO&L as of 2009, agreed that a tailored set of workshops designed to teach the Social Change Model would be beneficial.

#### My Work for the Leadership Initiative

I first met with representatives from SO&L in September 2010 regarding the Leadership Initiative. I agreed to partner with the department and Professor Erickson to draft eight workshops based on the Social Change Model. I later agreed to draft formal objectives and assessments for each workshop and certificate, and develop a preliminary and concluding program leadership self-assessment. I borrowed this pre- and post-program self-assessment from a St. Cloud University residential life program (2008). Professor Erickson reminded me to make the workshops fun—that they should not feel like academic courses.

SO&L administrators wanted the workshops completed by mid-December 2010, and the objectives and assessments by mid-January 2011. I did not have an opportunity to review the broad base of literature on student leadership programs in higher education due to a compressed project timeline. SO&L furnished a draft document (Student Organizations & Leadership, 2010) that described the Leadership Initiative and its administrative and student development goals. The *Leadership Initiative Outline* was the primary source I used to design program workshops, objectives and assessments, in addition to the Social Change Model (HERI, 1996).

### Project Question

How can we know if the Leadership Initiative is well designed? A formative evaluation of the design process can indicate areas of success and areas for improvement. A formative evaluation is conducted in the early stages of a social program to improve the program or process, or to provide feedback on how well the program or process is working (Singleton & 1988). This thesis is a formative evaluation of the Leadership Initiative program design. It is intended to evaluate program design only, and is not a commentary on program effectiveness or implementation.

## Chapter 2

### LITERATURE REVIEW: WHAT ELEMENTS SHOULD A LEADERSHIP PROGRAM INCLUDE?

How can we know if a leadership program is well designed? In this chapter, I review professional standards commonly used by leadership practitioners, leadership models of student development, national higher education learning goals, and a campus strategic plan to determine what elements a leadership program should include. I review the Council for the Advancement of Standards in Higher Education's *Professional Standards for Leadership Programs* (CAS, 2009); four leadership development models including the Social Change Model of Leadership Development (HERI, 1996), the Servant Leadership Model (Greenleaf, 1977), the Leadership Identity Development Model (Komives, Owen, Longerbeam, Mainella, & Osteen, 2006), and the Leadership Challenge Model (Kouzes and Posner, 1987); the Liberal Education and America's Promise learning goals (AACU, 2008), and Sacramento State's strategic plan, *Destination 2010* (Gonzalez, 2004).

#### Professional Standards for Leadership Programs

The Council for the Advancement of Standards (CAS) publishes professional standards for various higher education departments and programs, including leadership programs. Many student activity offices and managers refer to CAS leadership program standards to guide student programming and co-curricular efforts (Association of College Unions International, 2009; Cal Poly, San Luis Obispo, 2010; CSUS, 2010; Lone Star College System, 2011; Texas A&M University, 2009; University of Maryland, 2011).

The standards direct leadership program structure, activities, delivery methods, and content, and other topics. The *CAS Professional Standards for Leadership Programs* include but are not limited to the following goals:

*Mission*

- Be grounded in the belief that leadership can be learned
- Be based upon clearly stated principles, values and assumptions
- Use multiple leadership theories, models and approaches
- Provide students opportunities to develop and enhance a personal philosophy of leadership that includes understanding of self, others, and community, and acceptance of responsibilities inherent in community membership
- Promote intentional student involvement and learning in varied leadership experiences
- Acknowledge effective leadership behaviors and processes
- Be inclusive and accessible, by encouraging and seeking out underrepresented populations
- Advocate for student involvement in institutional governance

*Program*

- Knowledge acquisition, integration, construction and application
- Cognitive complexity
- Intrapersonal development
- Interpersonal competence

- Humanitarianism and civic engagement
- Practical competence
- Identify relevant and desirable student learning and development outcomes
- Explore possibilities for collaboration with faculty and other colleagues
- Assess relevant and desirable student learning outcomes and provide evidence of impact on student learning and development
- Integrate program into the life of the institution
- Be intentional and coherent
- Guided by theories and knowledge of learning and development
- Reflective of developmental and demographic profiles of the student population
- Responsive to the needs of individuals, diverse and special populations, and relevant constituencies
- Facilitate student awareness
- Facilitate student capacity for collaboration
- Facilitate student ability to engage in multiple contexts while understanding diverse perspectives
- Provide opportunities for students to develop competencies required for effective leadership
- Deliver material using multiple formats, strategies and contexts
- Meet the developmental needs of participants across diverse contexts
- Be based on principles of active learning

- Collaborate with campus and community partners

#### *Assessment and Evaluation*

- Include qualitative and quantitative methodologies
- Include responses from students, leadership program staff, and other affected constituencies
- Occur regularly
- Be used to revise and improve programs and services
- Cover student needs, student satisfaction, student learning outcomes and overall program evaluation (CAS, 2009).

Mission standards, program standards and assessment and evaluation standards are included here, but CAS articulates standards for program managers and directors, human resources, ethics, legal responsibilities, equity and access issues, diversity, organization and management, campus and external relations, financial resources, technology, and facilities and equipment as well. I limited the standards under consideration because I do not intend to use the others to evaluate leadership program design—the mission, program standards, and assessment and evaluation standards are best suited for such a task.

CAS program standards include student development goals such as practical and transferrable skills, administrative goals for the program and students such as a variety of delivery methods, and professional standards such as measuring student learning and satisfaction through assessments and evaluations. Most goals are self-explanatory, but



some are not as clear. In the remainder of this section, I clarify “practical competence,” “integrate program into life of the institution,” “program must be intentional and coherent,” and “facilitate student ability to engage in multiple contexts while understanding diverse perspectives.”

Practical competence is a student development goal that indicates students should conduct themselves and their affairs in a responsible and capable manner. The goal refers to life skills. The *Professional Standards for Leadership Programs* (CAS, 2009) expounds: practical competence means students are “pursuing goals, communicating effectively, demonstrating technical competence, managing personal affairs, managing career development, demonstrating professionalism, maintaining health and wellness, and living a purposeful and satisfying life.”

“Integrate the program into the life of the institution” is a standard that implies the program must reflect the mission and learning goals of the college, and be delivered to the intended audience (CAS, 2009). Another interpretation suggests that students and administrators alike should recognize the program as an integral part of campus life.

The program must also be intentional and coherent. This professional standard means administrators must have a clear intent, and design a leadership program based on transparent principles and beliefs (CAS, 2009).

The last standard that needs explanation is that the program must facilitate students’ ability to “engage in multiple contexts while understanding diverse perspectives.” This standard requires leadership programs be designed to include

opportunities for students to experience a variety of activities that encourage multiple points of view, and to empathize with and relate to others.

### Leadership Development Models

The research centers around six main leadership development models: the Social Change Model of Leadership Development (commonly known as the Social Change Model), the Servant Leadership Model, the Leadership Identity Development Model, and the Leadership Challenge Model, the Relational Leadership Model, and the Emotionally Intelligent Leadership Model. I have omitted the Relational Leadership Model and the Emotionally Intelligent Leadership model from this study because they are cited less often in contemporary leadership theory.<sup>1</sup>

#### *The Social Change Model*

The Social Change Model of Leadership Development (HERI, 1996) puts forth a leadership model based on seven fundamental principles that enable students to enact positive social change: consciousness of self, congruence, commitment, collaboration, common purpose, controversy with civility, and citizenship. These skills can be learned through practice and can be used to influence change. Some of the seven principles are apparent, but “consciousness of self,” “congruence,” “common purpose” and “citizenship” may require further explanation.

Consciousness of self is self-awareness. The Social Change Model defines this principle as “being aware of the beliefs, values, attitudes and emotions that motivate one

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<sup>1</sup> The National Clearinghouse for Leadership Programs explains the Relational Leadership Model and the Emotionally Intelligent Leadership Model in a PowerPoint presentation called *Leadership Models for College Students* (Haber, 2008). It can be accessed at [www.nclp.umd.edu/lei/Haber-LEI\\_Pre-Institute-Leadership\\_Models\\_for\\_College\\_Students.ppt](http://www.nclp.umd.edu/lei/Haber-LEI_Pre-Institute-Leadership_Models_for_College_Students.ppt).

to take action” (HERI, 1996). Congruence is acting in accordance with one’s personal values. Common purpose is similar to collaboration, and includes the verbal communication and analytic involvement of many people working toward one goal. The authors define common purpose as working “with shared aims and values” and participating in “collective analysis of the ... task to be undertaken.” The last vague principle of model, citizenship, is the act of identifying with and participating in a community. A person who takes action to improve the quality of life for others in a shared area demonstrates “citizenship.”

#### *The Servant Leadership Model*

The Servant Leadership Model (Greenleaf, 1977) is frequently used in student government and emphasizes service as the fundamental objective for leadership efforts. The model proposes leaders exhibit seven traits and behaviors: be a person of character, put others first, be a skilled communicator, be a compassionate collaborator, have foresight, be a systems thinker, and lead with moral authority. Similar values and ideals appear in the other leadership development models; however, “being a systems thinker” is unique to the Servant Leadership Model. “Being a systems thinker” means analyzing problems systematically and considering the problem’s genesis and evolution. “Leading with moral authority” may sound outdated, but simply means behaving ethically.

#### *The Leadership Identity Development Model*

The Leadership Identity Development Model (Komives et al, 2006) is based on six stages that occur as a student develops a leadership identity. Each stage represents a new phase of student development. Leadership identity development begins as students

become aware of opportunities for involvement, and “recogniz[e] that leadership is happening around you.” In stage two, exploration/engagement, students participate in programs and events within their community. According to the authors, participation typically leads to responsibility. In the third stage, “leader identified,” students ponder actions necessary to accomplish tasks and goals, and how, as individuals, they can contribute. Near the end of stage three, students’ sense of “self-as-leader” progresses, resulting in activities and resource management. In stage three, students interpret leadership as a verb—an action or effort made to achieve a goal. Between stages three and four, a “key transition” occurs: students abandon the idea of leadership as an individual effort and understand the importance of working together to achieve common goals. This mental transition includes recognizing that many people working together often accomplish more, and relying on others lets us appreciate diverse skill sets. In the fourth stage, “leadership differentiated,” students view leadership less in terms of titles and positions, and more in terms of modeling behavior and contributing to a group effort. In stage five, “generativity,” students take active roles leading groups, and begin considering long-term commitments. The authors explain that while in “generativity,” students “accept responsibility for the development of others,” “promote team learning” and feel responsible for creating a plan to sustain group activities after they move on. In the final stage, “integration/synthesis,” students develop and demonstrate the confidence to make changes in groups, regardless of title or rank. Students also act in accordance with personal values, and demonstrate an interest in perpetual growth. The six stages are cyclical and can occur in new circumstances.

### *The Leadership Challenge Model*

The Leadership Challenge Model (Kouzes and Posner, 1987) was developed from professional managers' experiences and puts forth five leadership practices: challenge the process, inspire a shared vision, enable others to act, model the way, and encourage the heart. The Leadership Challenge Model is referenced in contemporary student leadership development theory only intermittently, and was designed for professional management training. Therefore, some administrators may consider this model and its goals less relevant to student development. Still, similar practices arise in other leadership development models.

### A Liberal Education and America's Promise

The American Association of Colleges and Universities (AACU) developed essential learning outcomes that students pursuing a liberal education should achieve (AACU, 2008). The learning outcomes are called "LEAP," an acronym that stands for Liberal Education and America's Promise. According to the AACU website,

LEAP challenges the traditional practice of providing liberal education to some students and narrow training to others. LEAP engages the public with core questions about what really matters in college; connects employers and educational leaders as they make the case for the importance of liberal education in the global economy and in our diverse democracy; and helps all students achieve the essential learning outcomes. Through LEAP, AAC&U calls on the United States to "make excellence inclusive" so that all students receive the best and most powerful preparation for work, life, and citizenship ([www.aacu.org](http://www.aacu.org)).

California State University (CSU) adopted the LEAP learning outcomes in an effort to re-focus all general education courses (Keith, 2008). Sacramento State replaced the college baccalaureate learning goals with the LEAP goals.

The LEAP learning goals, or essential outcomes, break down into four broad categories: knowledge of human culture and the physical and natural world, intellectual and practical skills, personal and social responsibility, and integrative learning. The LEAP goals are as follows.

*Knowledge of Human Culture & Physical & Natural World*

- Science
- Math
- Social Science
- Humanities
- Histories
- Languages
- The Arts
- Engaging with contemporary and enduring "big questions"

*Intellectual & Practical Skills*

- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy

- Information literacy
- Teamwork and problem solving
- Practiced extensively, in progressively more challenging ways

*Personal & Social Responsibility*

- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning
- Active involvement with diverse communities and real-world challenges

*Integrative Learning*

- Synthesis and advanced accomplishment across general and specialized studies
- Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems (AACU, 2008).

Within the four broad categories, AACU provides student learning and development recommendations. For instance, students are expected to learn intellectual and practical skills such as inquiry and analysis, critical and creative thinking, written and oral communication, quantitative literacy, information literacy, and teamwork and problem solving. According to AACU, these skills should be “practiced extensively, in progressively more challenging problems, projects, and standards for performance.”

LEAP personal and social responsibility goals include civic knowledge and engagement on a local and global scale, intercultural knowledge and competence, ethical reasoning

and action, foundations and skills for lifelong learning, and active involvement with diverse communities and real-world challenges. LEAP also recommends students integrate cross-disciplinary training and knowledge to solve complex, real-world problems.

A few notes on the LEAP learning goals: The first category, “knowledge of human culture and the physical and natural world,” and the goals listed in this category, are not customary objectives student affairs initiatives. This category may be irrelevant for general leadership practitioners. The same may be said of the first goal listed in the “integrative learning” category: that students synthesize what they have learned in many disciplines. The final goal of the category—that students take on life’s biggest questions—is frequently part of student leadership and development programs. The “personal and social responsibility” category lists learning goals most closely aligned with co-curricular activities, and with leadership programs.

#### Sacramento State’s Strategic Plan

Sacramento State President Dr. Alexander Gonzalez developed *Destination 2010*, a strategic plan for the campus that prioritizes excellent academic and student programs, a welcoming campus, a dynamic campus environment, and community support (2004). The goals identified in the plan are:

##### *Excellent Academic & Student Programs*

- Inspiring faculty
- Strong student support



*Welcoming Campus*

- World class events
- Exhibits
- Recreation

*Dynamic Campus Environment*

- Student-focused learning
- Student-focused living experience

*Community Support*

- Innovative partnerships
- Philanthropy
- Goodwill (Gonzalez, 2004).

Student programs, activities and clubs are identified as components of an excellent campus. Gonzalez notes that student services and initiatives are a vital part of learning experiences that take place outside the classroom. Student programs certainly contribute to a welcoming campus, but it seems President Gonzalez may be more concerned with the campus welcoming guests, as opposed to feeling welcoming to current students. It is unclear to what extent a student affairs program might participate in offering world-class events, exhibits, or recreation. Student programs host numerous events every semester geared for current students, which may garner local attention and promote school spirit and pride, but it is uncertain if such events qualify as “world class.” Under *Destination 2010*, a dynamic campus environment means Sacramento State offers

student-centered learning and living experiences. Student-focused learning experiences happen inside and outside the classroom, and on- and off-campus. Student-focused living experiences are the purview of Residential Life, which offer themed floors in certain residence halls. Community support is a priority under the president's strategic plan as well, and includes maintaining professional and philanthropic relationships that mutually benefit Sacramento State and the greater Sacramento area.

#### Further Research and Resources

For further information about leadership development models and tools for student development and co-curricular programming, such as activities and discussion topics, see Komives, Lucas, Nance, McMahon, 2007; Komives and Wagner, 2009; Daloz, Keen, Keen, Parks, 2006; and National Clearinghouse for Leadership Programs, 2006. University of Maryland administers the National Clearinghouse for Leadership Programs, ([www.nclp.umd.edu](http://www.nclp.umd.edu)) which publishes handbooks and guidebooks to help administrators create and implement leadership programs, develop objectives, and assess and evaluate student leadership development.

### Chapter 3

#### METHODOLOGY: CREATING A FRAMEWORK TO EVALUATE THE LEADERSHIP INITIATIVE PROGRAM DESIGN

The process to evaluate the LI involves four steps: planning, analysis, evaluation, and evolution.

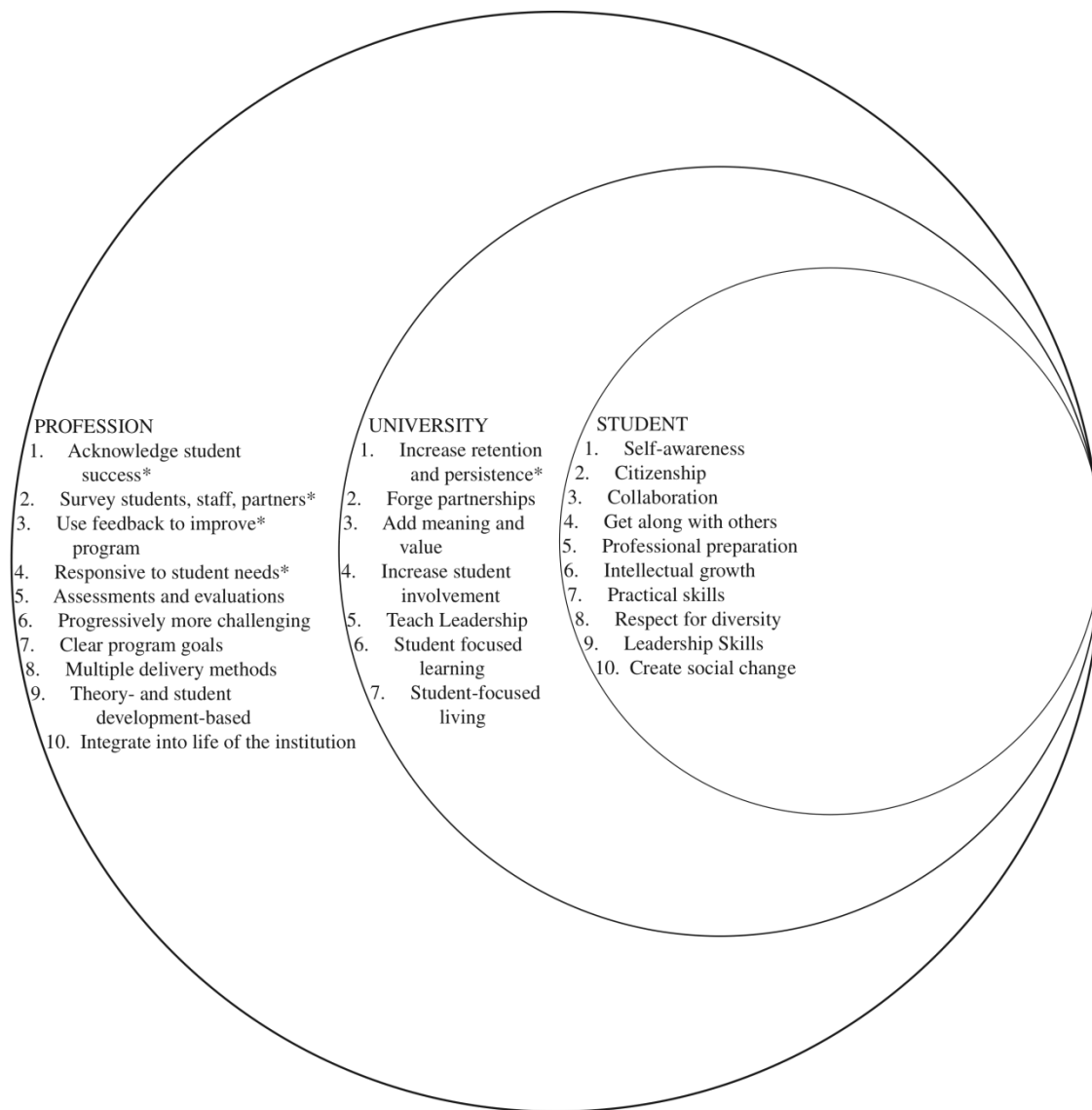
##### Step 1: Planning

To create a rubric to evaluate the LI program, I review more than 100 goals that emerge from literature and condense them into 30 themes. I categorize those 30 themes by “universe”: profession, university, and student. I use the three categories to create a rubric to evaluate the program.

##### *The Rubric*

I have summarized the goals into common themes, and grouped them by “universe” in Figure 1: Rubric of Goals by Universe, on the following page. I use this rubric for the following steps, analysis, evaluation, and evolution. (I also create a table that contains a complete list of goals that emerged from the literature, and my designation of those goals into a universe (see Table 1: Leadership Program Design Goals by Literature Source and Universe in Appendix F).

Figure 1: Rubric of Goals by Universe



LEGEND: \* Indicates a goal Sacramento State’s leadership program is not designed to meet

## Step 2: Analysis

I considered information from three main sources to determine the goals the LI is designed to meet. I examined the *Leadership Initiative Outline*, a planning document created by SO&L (2010) that describes short- and long-term program, student development, and university goals. The *Leadership Initiative Outline* also explains the program structure, chronology, and requirements, and describes in limited detail a vision for potential program partners.

I met weekly with SO&L administrators from September through December 2010 to discuss my work for the Leadership Initiative—specifically, the workshop curricula I wrote for the program. I wrote one workshop curriculum per week, and met with Beth Erickson, the RPTA professor who taught the Leadership Initiative pilot program classes, to discuss these curricula. I edited the workshop curricula to reflect her comments and recommendations. Occasionally, Karlos Santos-Coy, coordinator of Leadership Education for SO&L, sat in the meetings. The focus of the meetings was developing program materials— workshop curricula, and program objectives and assessments.

The third source I reviewed was the workshop curricula, and program objectives and assessments. I wrote curricula, and three or four objectives, and an assessment for eight workshops. I also drafted three or four formal objectives and an assessment for each certificate. The program materials I wrote for the Leadership Initiative are contained in Appendices A through E.

### Step 3: Evaluation

I use the *Leadership Initiative Outline* (SO&L, 2010), the weekly meeting, and the program materials I drafted, to evaluate the program design. I determine which goals the program is designed to meet, and which goals the program is not designed to meet, by comparing my rubric to these three sources of documents. As I review the materials, I note where and how the LI addresses the program design goal or standard. I also indicate goals and standards that are not clearly addressed in any of these sources, in addition to goals and standards partially met.

### Step 4: Evolution

I reflect on the program design in an attempt to help the program evolve. I consider challenges and future developments. Challenges include ambiguity, motivational staff, timelines, and long-term growth. These observations and recommendations are food for thought for LI program practitioners and administrators. They are untested and reflect my vantage point as an observer of the Leadership Initiative program design process while doing a specific task (writing program materials).

### Limitations of the Study

I evaluate the LI program design from the perspective of an external observer—I do not have complete information about the program. I have not witnessed the program in operation. I have not spoken to student participants, or attended any workshops or events. The forthcoming analysis is not a commentary on implementation, but a review of the program design based on information available to an outside observer.

## Chapter 4

### AN EVALUATION AND ANALYSIS OF SACRAMENTO STATE'S LEADERSHIP INITIATIVE PROGRAM DESIGN

In this section I consider if Sacramento State's leadership program is designed to meet the goals or standards of concern according to each universe, using the *Leadership Initiative Outline* (SO&L, 2010), the weekly meetings I had with SO&L administrators, and the program materials I wrote for the LI. I discuss the most interesting strategies the program uses to meet these goals and standards, and suggest ways to alter the program design in cases where goals and standards are not met. These suggestions are offered from my perspective as an observer of the program design process, and not as someone who is involved in the program's execution.

#### Goals by Universe

Three groups of people within higher education care about and "do" leadership: the professional community, the university, and students. The professional community is an international community of leadership theorists and practitioners. This group may include leadership societies, think tanks, professional membership organizations, and so forth. The next community that teaches and conducts leadership training is a university. This group includes staff members who administer leadership programs or teach leadership to enrolled students. Student affairs personnel, student life, residential life, academic department heads and professors fall into this group. The final group involved with leadership in higher education is students. Leadership programs and activities are designed for students, to improve student life on campus, create a sense of campus

community, for students to have meaningful interactions with peers, and to encourage personal development, among many other goals.

*Universe 1: Profession*

Higher education professionals developed the goals in this category for all student programming. They are intended to apply broadly to any student affairs program. Of nearly 100 goals, the literature indicates the following key professional standards for leadership program design:

- 1) Acknowledge student success = Students need encouragement, especially in times of personal growth and struggle. Students may not be able to see how far they have come, but program administrators can comment on progress and encourage positive behaviors.
- 2) Survey students, staff, partners = Solicit feedback from all parties involved.
- 3) Use feedback to improve program = Review feedback and apply interesting or valuable suggestions to make the program better for all parties involved.
- 4) Responsive to student needs = A program should reflect student demographics and respond to special needs and interests. Be wary of a program that attracts a homogenous group of students.
- 5) Assessments and evaluations = Measure learning objectives and track student progress. Use the data for program improvement.
- 6) Progressively more challenging = After students are introduced to basic concepts, provide opportunities for them to practice using new skills in a variety of ways.



- 7) Clear program goals = Program mission, vision and goals need to be coherent and aligned to the purpose of the program. Program goals provide a fast, accessible way to understand program intent.
- 8) Multiple delivery methods = Leadership programs should be enjoyable and dynamic. Presenting information in multiple ways keeps participants interested.
- 9) Theory- and student development-based = A leadership program and its objectives should be based on theories of student development and multiple theories and models of leadership development.
- 10) Integrate into life of the institution = A leadership program should reflect the mission, vision and goals of the university.

### *Universe 2: University*

Why do colleges offer student programs? Student programs benefit individual students, *and* provide a number of benefits to a university. From a university perspective, student programs are intended to make a difference in student life, to enrich the college experience, to create a sense of community, provide a support network for students, and help keep students involved. These combined factors may decrease the college dropout rate. Literature suggests Sacramento State's leadership program be designed to:

- 1) Increase retention and persistence = Keep students enrolled in college and give them a reason to continue enrollment.

- 2) Forge partnerships = Develop relationships and work with different departments on campus. Pursue off-campus relationships with businesses and organizations in the community.
- 3) Add meaning and value = Make the college student experience mean more than the obligation of attending class. Enrich social interactions and provide opportunities for student learning outside the classroom.
- 4) Increase student involvement = Encourage students to learn about activities and organizations. Student clubs, organizations and co-curricular activities foster a sense of community and create a student network. Students who feel part of a community may be more likely to ask for help during times of personal and academic difficulty.
- 5) Teach leadership = Leadership can be learned by anyone. This is the overall purpose of a leadership program. A leader is not someone who possess a special set of inborn traits or a title. Every student has the capacity to be a leader.
- 6) Provide student-focused learning = Learning should take a student's individual experience into account so that student can relate to the subject matter.
- 7) Offer student-focused living = Living on campus should be convenient and enjoyable for students, and promotes a sense of community. It should also reflect student needs and interests.

*Universe 3: Students*

Student development goals are skills, experiences and learning outcomes that students can gain by participating in leadership activities and programs. Literature suggests any leadership initiative be designed to include the following student development goals:

- 1) Self-awareness = Personal growth and development, including understanding one's values and beliefs, and the rationale for personal choices.
- 2) Citizenship = Giving back to the community through volunteering, acting ethically, behaving responsibly, civic engagement.
- 3) Collaboration = Working together as part of a team toward a shared goal.
- 4) Get along with others = Engaging in polite disagreement, and articulating one's thoughts and beliefs while being diplomatic and respectful.
- 5) Professional preparation = Students need a professional resume and exposure to interview techniques prior to graduation.
- 6) Intellectual growth = Exposure to new concepts and ideas, critical and creative thinking, demonstrating mental dexterity, including inquiry and analysis.
- 7) Practical skills = Life skills that help students during and after college, such writing, public speaking, problem solving, teamwork, and planning.
- 8) Respect for diversity = Understanding a variety of cultures, practices, customs, and points of view, as well as being tolerant and accepting of others.

- 9) Leadership skills = Leadership skills include standing up for one's values and beliefs, knowing the difference between right and wrong, modeling behavior, mentoring, encouraging others to speak up or act, and supporting peers.
- 10) Create social change = To shape the environment we live in; to teach students about the power of personal agency and exerting influence on groups, resources, decision makers, processes, communities, and so forth.

#### How is the LI Program Designed to Meet Professional Standards?

From what I know about the Leadership Initiative based on the *Leadership Initiative Outline* (SO&L, 2010), the weekly meetings I had with SO&L administrators, and the objectives, assessments and workshops I wrote for the LI, there are four areas program design could be improved. On the following page, Table 2: The Professional Universe shows how the Leadership Initiative is designed to meet professional standards. The first four program design standards that appear in Table 2 are either unmet or partly met.

Table 2  
The Professional Universe

Professional Standards for a Leadership Program	How is LI Designed to Meet This Standard?
1. Acknowledge student success	—
2. Survey students, staff, partners	Surveys students using assessments and evaluations (see below); does not survey staff or partners
3. Use feedback to improve program	—
4. Responsive to student needs	—
5. Assessments and evaluations	1 pre-assessment, 8 workshop assessments, 4 certificate assessments, 1 post-assessment
6. Progressively more challenging	Program begins by introducing students to theories and concepts; students practice new skills to solve more complex problems as program progresses
7. Clear program goals	Goals from the <i>Leadership Initiative Outline</i> , as listed in Table 1, Chapter 1 (SO&L, 2010)
8. Multiple delivery methods	Workshops, lectures, group discussion, group projects, events, individual writing and reflection
9. Theory- and student development-based	Based on the Social Change Model
10. Integrate into life of the institution	Sac State motto: Leadership begins here; an excellent student program per <i>Destination 2010</i> ; offers student-focused living and learning experiences

Assessments and evaluations are increasingly necessary for programs to demonstrate success, and to provide feedback to practitioners. I designed student assessments and evaluations for each workshop and certificate to provide such feedback. As an observer, using the sources I have available, it is unclear who will use the data collected from these assessments, and how that person or people will put the information to use. Professional standards suggest that student feedback be used to improve the program, in addition to feedback from program staff, and campus and community partners. The standard can only be fulfilled after implementation: the program design can be modified to call for feedback from staff and partners in addition to student assessments, but staff will need to be diligent in administering and reviewing assessments

and surveys, and adapting the program to reflect the feedback. SO&L employees can develop a standard questionnaire for staff, volunteers and program partners, and distribute it at regular intervals, requesting comments and suggestions about the program. Collecting assessments and feedback may be more feasible online or via email.

Another important aspect of student feedback not currently addressed in the program design: The workshops and assessments I wrote do not indicate how program administrators should respond to student needs, or the ways staff should adapt the program to reflect student demographics. From my review, this information is not contained in the *Leadership Initiative Outline* (SO&L, 2010), but it may be something the SO&L director and assistant director have already considered. If not, department heads can advise staff how to address this issue. A solution may be as simple as asking students if the program fulfills their expectations, and implementing a process to ensure the program adapts as needs arise. The issue of student demographics is more difficult. If staff members notice a lack of diversity in the program, they may consider seeking counsel from the department director.

Administrators' commitment to obtain feedback must not overshadow a commitment to relay feedback to students as well. The program is not currently designed to acknowledge student success, from my reading of the *Leadership Initiative Outline* (SO&L, 2010), the weekly meetings I had with SO&L administrators, and the materials I drafted. This problem can be easily remedied as SO&L sees fit. Practitioners can be told that a new program aim is to acknowledge student success, and the people conducting workshops can recognize students' individual efforts during workshops. On a larger

scale, staff members may want to track participants' community improvement projects and social change efforts, and include anecdotes in program materials and on the LI website.

A final professional standard of interest is whether the LI program is designed to reflect the mission of Sacramento State and is integrated into the life of the institution. The LI is designed to partner with a host of on-campus departments, from academic departments to residence halls, the Career Center, student clubs and organizations, and The WELL (Sacramento State's health and wellness center) (SO&L, 2010). These partnerships show that even in its infancy, the LI is designed to be infused in many areas of the campus. If SO&L administrators wish to further integrate the LI into the campus community, they could strength the program connection to the Sacramento State brand by adopting the college motto "Leadership begins here," creating a logo that echoes Sacramento State's logo in design concept, and using green and gold, the university colors.

#### How is the LI Program Designed to Meet Sacramento State's Goals?

Sacramento State's leadership program is designed to achieve most of the university goals for student program design outlined in my evaluation framework, based on what is available in the *Leadership Initiative Outline* (SO&L, 2010), the conversations I had with LI staff, and the program materials I created. Table 3: The Sacramento State Universe explains how.

Table 3  
The Sacramento State Universe

University Goals for a Leadership Program	How is LI Designed to Meet These Goals?
1. Increase retention and persistence	—
2. Forge partnerships	On campus: LI partners with Career Center, Residential Life, Academic Departments, Equal Opportunity Program; Off campus: To be determined (SO&L, 2010)
3. Add meaning and value	Entire program conceived of as a way for students to think about one's value to self, peers, community, society, and to increase sense of personal agency and social responsibility
4. Increase student involvement	Is an additional opportunity/activity for students to join on campus
5. Teach Leadership	Access ensured for all students: open to all full- and part-time students, no prerequisites, costs included in student fees
6. Student focused learning	Entire program is student-focused
7. Student-focused living	1 residence hall has 1 floor dedicated to leadership and service

The only university goal the Leadership Initiative is not designed to meet is increasing student retention and persistence rates. Still, literature suggests the program will do just that (Kuh, Cruce, Shoup, Kinzie and Gonyea, 2008; Hughes & Pace, 2003; Braxton et al, 2004; Astin, 1993; Kuh, Kinzie, Schuh, Whitt, and Associates, 2005). Peer interaction and student engagement improve persistence and graduation rates because they contribute to students' sense of community, social satisfaction and overall satisfaction with the college experience (Kuh, 2008; Kuh, Kinzie, Buckley, Bridges and Hayek, 2007; Pascarella and Terenzini, 2005).

The Leadership Initiative is new and has not had a chance to demonstrate a connection between participation and continued enrollment. A correlation will not prove the Leadership Initiative causes students to persist and graduate, but it could demonstrate



a very good track record for the program, and provide useful data. Therefore, administrators may wish to consider collecting data to determine if a relationship exists between participating in the Leadership Initiative, and continued enrollment and advancement through college. SO&L employees can aggregate data at the end of every academic year to compare average LI participant graduation rates to the average Sacramento State, CSU and national graduation rates.

Increased retention and graduation rates serve students and university administrators well. Similarly, the university and LI participants both stand to benefit from on- and off-campus partnerships, as proposed in the *Leadership Initiative Outline* (SO&L, 2010). The Leadership Initiative is designed to partner with faculty, residential life (residence halls), alumni, academic departments, the career center, student clubs and organizations, and businesses, public agencies and private citizens to host events and conduct workshops. LI partnerships with academic departments (Recreation, Parks, Tourism Administration and Ethnic Studies) and Residential Life are program design successes for the LI. The vision for community partnerships, however, could be better defined, and may be an area administrators wish to consider further.

Local businesses and organizations can offer students internships during college, and employment after graduation. Such community partners are valuable to administrators as potential sources of philanthropy and goodwill—goals identified by President Gonzalez (2004). Thriving community partnerships will likely depend on the effort exerted by Leadership Initiative program staff to recruit and maintain relationships. Staff could recruit partners by creating a list of prospective businesses and organizations,

and meeting with them regularly to discuss parameters and desired outcomes for the partnership.

#### How is the LI Program Designed to Meet Student Development Goals?

The Leadership Initiative is designed to meet all the student development goals in the rubric I created, based on the workshop curricula, and the *Leadership Initiative Outline* (SO&L, 2010). Table 4: The Student Universe summarizes how the Leadership Initiative is designed to meet these goals.

Table 4  
The Student Universe

Student Development Goals for a Leadership Program	How is LI Designed to Meet These Goals?
1. Self-awareness	Workshops 1, 2, 3, 4, 8
2. Citizenship	Workshops 3, 4, 5, 6, 7; 4 events
3. Collaboration	Workshops 1, 5, 7, 8
4. Get along with others	Workshop 5
5. Professional preparation	4 events, write resume, work with Career Center
6. Intellectual growth	Workshops 1, 2, 4, 5, 7, 8
7. Practical skills	Workshops 1, 2, 3, 4, 5, 6, 7, 8
8. Respect for diversity	Workshops 2, 4; 4 events
9. Leadership Skills	Entire program (workshops 1-8; 4 events)
10. Create social change	Workshop 7

Multiple program activities teach students how to be better leaders. The program is designed to teach students most of these goals in workshops (see Appendix B: Workshop Curricula), but many are addressed through events and partnerships (SO&L, 2010).

Perhaps the most valuable skills the Leadership Initiative is designed to instill in students are practical skills that prepare them for the workforce. The Leadership Initiative is designed to prepare students for the workforce by requiring attendance at one

professional development event each semester of the program. Students also work with the Career Center to draft resumes. Workshops place students in situations that require critical thinking and creative problem solving. Students engage in individual analysis and group discussion throughout the program. At the conclusion of the Gold Certificate, students write a reflective paper or create a reflective video. Discovering one's values and becoming aware of the basis for one's choices and behaviors provide a foundation to understand how one operates in the world. In the final semester, students develop community improvement project ideas and work in teams to enact positive social change. These experiences are designed to provide real-world reference points for job interviews.

In the seventh workshop, "We Can Work it Out—Success Through Collaboration and Community," students are asked to develop and implement community improvement plans into action. Asking students to create positive social change is an exercise in real-world problem solving, and is designed to help students understand the power of personal agency and the importance of persistence, planning, and logistics. The scale and success of any resulting social change is less important than empowering students to believe they can implement change, and equipping them with the tools, knowledge, resources and confidence to do so. In "Engage Your World—Be the Change," the final workshop, students consider how to create social change beyond the college campus, following the conclusion of the initiative.

LI program staff may want to monitor which community improvement projects accomplish the intended effect. Social change success stories could prove useful in

recruiting philanthropy and community partnerships, and may garner media coverage and statewide or local recognition.

## Chapter 5

### CONCLUSIONS

The Leadership Initiative is a well designed program, particularly in terms of student development goals and Sacramento State's goals, but is not designed to address some professional standards. Those standards are giving students feedback, getting suggestions and comments from staff members, volunteers and partners, and using feedback from all sources (including students) to improve the program. Additionally, from my perspective as an observer of this program and its design process, there are some challenges administrators should be aware that relate to ambiguity, motivational staff, timelines, and long-term growth. In the remainder of this chapter, I suggest future program developments that are beyond the scope of my analysis. These recommendations have not been tested, and are extended in an effort to help program administrators anticipate concerns that may ensue.

From my limited observation and marginal involvement with the Leadership Initiative, I believe Sacramento State's program has the potential for national recognition, with a few programmatic improvements. I am also comfortable that if administrators did not make any additional improvements to the program design, the Leadership Initiative will still have tremendous success bringing students together, creating a sense of community on campus, and forging unique relationships.

## Challenges

### *Ambiguity*

One challenge of leadership and student development is attempting to teach and measure vague, subjective concepts. Determining if students have increased self-awareness after one workshop is difficult because self-awareness is a nebulous concept, and data is self-reported. Proving a program increases the value of one student's college experience is perhaps easier, but replicating that value for multiple students is no guarantee. The success of the program depends on many factors that cannot be controlled. That is why so many goals have been generated to evaluate leadership program design. We can turn to best practices in the absence of certainty, yet best practices are no guarantee a program will be successful.

### *Motivational Staff*

The people who interface with students—staff, practitioners, and administrators—play an essential role. The program's success rests with these people, who must build relationships with and mentor students. The people who conduct workshops should be engaging and excited about the material, and should understand the workshop and certificate objectives.

### *Timelines*

College students are notoriously poor at keeping long-term commitments that are not required. That said, administrators may face the challenge of incentivizing students to complete the second, third, and fourth certificates. The long-term time commitment could intimidate some students (each certificate takes one full semester to complete; the entire

initiative takes two years to complete if a student participates in consecutive semesters). Students may perceive the third, fourth and fifth certificates as inconvenient compared to the first, which is offered in two separate academic courses for credit, *and* as an extracurricular activity. Remaining certificates are not currently offered for academic credit.

### *Long-Term Growth*

Capacity: Administrators may wish to consider program capacity and long-term growth targets. Who decides the upper and lower limits of participation for the Leadership Initiative? If numbers are low, how many students are enough to justify the program? If participation numbers are high, the program may face a capacity problem. Will SO&L turn interested students away? If so, on what basis? Increased program demand may constrict resources, in which case self-sustaining funding and service mechanisms can do the program much good.

Funding: The Leadership Initiative may be able to generate revenue. Revenue generation may be feasible through materials that double as marketing pieces, such as T-shirts, hats and notebooks. Student interns are another way to keep program costs neutral and expand service. SO&L may consider asking former LI participants to perform administrative tasks as volunteers or program interns, which also gives students professional experience. Sacramento State has a good history in this area with the Peer Mentor and Orientation Leader programs.

## Future Developments

### *Nomenclature*

SO&L may consider revising the use of the word “certificate.” A distinction between incremental steps—what can be completed in one semester, and what takes two years to complete—is not reflected in the recurrent use of the word “certificate.” For example: The formal title of the program is the Leadership Initiative Certificate Program. After students complete four semester-long “certificates,” they complete the “Certificate.” Consecutive steps that need to occur in sequence could have different names, and use numbers to indicate sequencing. One suggestion is to use “Semester 1: The Green Experience, Semester 2: The Gold Experience, Semester 3: The Hornet Pride Experience, Semester 4: The Mentor Experience.” When all four semester “experiences” are completed, students earn a certificate of completion for the Leadership Initiative.

### *Internal/External Marketing Program*

How will this program be marketed on campus and in the community? Students have hundreds of choices for co-curricular activities. The Leadership Initiative may need to market or do outreach to encourage students to join and stay involved. Will the Leadership Initiative be a signature program recognized by the greater Sacramento community? It has potential, and may require a unified approach in program design, marketing and outreach. A new program name, logo, and motto could help solidify the program identity.

Administrators may consider a more descriptive name that indicates what the program stands for. One way to brainstorm new names for the program is to make a



naming contest for participants. Ask current LI participants to develop a moniker that reflects what they want out of the program, and what they think is most valuable.

Students can take ownership and shape the program into what they envision.

A motto, program colors, and a logo may also help solidify the program's identity. Administrators may consider adopting the motto "Leadership begins here" to tie the program to Sacramento State. I also recommend using the Sacramento State colors, and creating a logo similar to the Sacramento State logo. These elements help create an identity for the program. A potential way to market the Leadership Initiative is to sell shirts featuring the new program name, logo and motto to participants. Administrators can also consider requiring participants to wear these shirts when performing work or service for the LI on campus and in the community. When students wear the shirts in the greater Sacramento area, community members will get a visual cue that Sacramento State performs service, and an opportunity to discuss the program may be inevitable.

Another marketing idea is for SO&L to develop a one-page sheet for prospective students, and a one-page sheet for prospective community partners. The sheet could explain how to get involved in the fewest words possible. For example, "Interested in the Leadership Initiative? Follow these easy steps."

### *Revise Timelines*

Given the long-term commitment required to complete the Leadership Initiative, SO&L administrators may want to consider moving some of the practical and professional experiences up in the program timeline. Writing a resume and trying to enact social change are experiences that offer students significant real-world value. In my

opinion, students do not need to complete the material covered in the first three certificates to have these experiences.

### Final Thoughts

I presented a formative evaluation of Sacramento State's Leadership Initiative program design based on goals and standards that emerged from professional program design standards, national learning goals, Sacramento State's strategic plan, and leadership models. Based on findings and analysis, I concluded that Sacramento State's Leadership Initiative is well designed, especially for students. The Leadership Initiative is designed to teach students a leadership skill set that will prove useful during college and after graduation. The program activities are designed to challenge students to solve complex problems, to enact social change, and to understand personal beliefs and values. Every workshop is designed with meaningful peer interaction in mind. The solid program design is no guarantee that the Leadership Initiative will be fun or effective, but the department has made commendable efforts and research, along with current participation numbers, indicate the program's promise. Still, administrators may consider the challenges and future developments offered as suggestions for the next program phase.

## APPENDICES

### APPENDIX A

#### Leadership Initiative Requirements

#### GREEN CERTIFICATE

(First semester. Prerequisite: Initial Leadership Self-Assessment)

#### Green Certificate Objectives:

1. Introduction to and practice of consciousness of self and initial considerations of commitment and congruence.
2. Teach the foundations of the Social Change Model of Leadership Development.
3. Foster and encourage consciousness of self and self-awareness.
4. Inspire students to begin to see themselves as a participant in their community.

#### Workshop 1: Introduction to Leadership

##### Objectives:

1. Students will understand the basic concept of leadership as an ongoing process that anyone can learn.
2. Students are introduced to the Social Change Model for Leadership Development and the seven components of the model that individuals can learn and practice to work toward creating positive social change. (Those components are called the 7 C's: consciousness of self, congruence, commitment, collaboration, common purpose, controversy with civility, and citizenship.)
3. Students will understand the basic concept of positive social change as change for the betterment of society, others and ourselves.
4. Students will consider and record changes each would like to see in his or her community.

#### Workshop 1 Assessment

#### Workshop 2: Introduction to Student Development

##### Objectives:

1. Students will identify their personal values.
2. Students will reflect on who and what have made positive impacts on each of their lives.
3. Students will write a life mission statement.

#### Workshop 2 Assessment

#### Events and Activities

Attend one approved LI Certificate Program event in *each* of the following categories: appreciating diversity, campus life, leadership, professional development, service, and wellness

### Green Certificate Assessment

#### GOLD CERTIFICATE (Second Semester. Prerequisite: Green Certificate)

#### Gold Certificate Objectives:

1. Practice consciousness of self, controversy with civility, congruence, common purpose and citizenship.
2. Demonstrating empathy, respect and openness for other perspectives.
3. Inclusion and engagement with diverse communities.
4. Practice reflection of self, values, beliefs and behaviors in numerous circumstances.

### Meet with Leadership Initiative Staff to create Leadership Development Plan

#### Workshop 3: The Value of Reflection

##### Objectives:

1. Students will understand the basic concept of reflection and learn a variety of ways reflection can be done.
2. Students will practice guided and unguided individual, personal reflection.
3. Students will engage in a group reflection activity that forces each to recognize and respect diverse perspectives and others' values.

#### Workshop 3 Assessment

#### Workshop 4: Reflecting My Values and The Meaning of Life

##### Objectives:

1. Students will reflect on whether their life choices are congruent with their values.
2. Students will brainstorm possible career paths while keeping values in mind.
3. Students will practice making choices that reflect personal values, and will understand how challenging this can be.

#### Workshop 4 Assessment

#### Events and Activities

Attend one approved LI Certificate Program event in *each* of the following categories: appreciating diversity, campus life, leadership, professional development, service, and wellness

### Gold Certificate Assessment

HORNET PRIDE CERTIFICATE  
(Third semester. Prerequisite: Gold Certificate)

Hornet Pride Certificate Objectives:

1. Practice controversy with civility, consciousness of self, congruence, commitment and collaboration.
2. Practice communicating and listening effectively.
3. Practice teamwork, group dynamics and development.
4. Developing trust with others.

Workshop 5: Conflict and Communication: Disagree Without Being Disagreeable  
Objectives:

- Students will learn how to communicate in a respectful manner in the face of disagreement or controversy.
- Students will practice open-minded, respectful dialogue with others whom they disagree with. In other words, students will practice controversy with civility.
- Each student will reflect on how he or she deals with controversy.

Workshop 5 Assessment

Workshop 6: Let's Get it Started: Creating Commitment

Objectives:

- Students will learn the formal definition of commitment as specified in the Social Change Model for Student Development, and consider how it compares to personal definitions of commitment.
- Students will reflect on and discuss personal formal commitments and experiences with quitting, the opposite of commitment.
- Students will review all clubs that exist on campus, and begin thinking about which they can commit to, which means it must reflect that student's values. Students may also consider starting a club.

Workshop 6 Assessment

Events and Activities

Attend one approved LI Certificate Program event in *each* of these categories: diversity, campus life, leadership, professional development, service, and wellness

Active membership in a recognized student organization

Three-minute reflective video on club activities

Hornet Pride Certificate Assessment

LEADERSHIP INITIATIVE MENTOR CERTIFICATE  
(Fourth semester. Prerequisite: Hornet Pride Certificate)

Mentor Certificate Objectives:

1. Practice collaboration, common purpose, and citizenship.
2. Mentor another student.
3. Using one's talents to benefit others.
4. Engaging in collaboration and common purpose to create positive social change.

Workshop 7: We Can Work it Out – Success Through Collaboration and Community Objectives:

- Students will practice collaboration by working together on a tactile project.
- Students will learn the basic requirements for successful collaboration.
- Students will form teams and action plans that will target specific community problems the group has identified as priority issues to try to change.

Workshop 7 Assessment

Workshop 8: Engage Your World – Be the Change

Objectives:

- Students will review the Social Change Model for Leadership Development and the 7 C's, and reflect on whether this model coincides with understanding of leadership and social change.
- Students will discuss what it means to be a change agent.
- Create a leadership toolkit based on all four certificates.

Workshop 8 Assessment

Mentor a Student in the Hornet Pride Certificate

Complete 15 hours of community service

Create and conduct two approved workshops or events to satisfy community service requirement (This can include volunteering)

Meet with Career Center to enhance resume and prepare for job interviews

Hornet Pride Certificate Assessment

Final Leadership Self-Assessment

Exit Interview

## APPENDIX B

## Workshop Curricula

Workshop I: Introduction to Leadership Curriculum

Formal Objectives: (make available to participants)

1. Students will understand the basic concept of leadership as an ongoing process that anyone can learn.
2. Students are introduced to the Social Change Model for Leadership Development and the seven components of the model that individuals can learn and practice to work toward creating positive social change. (Those components are called the 7 C's: consciousness of self, congruence, commitment, collaboration, common purpose, controversy with civility, and citizenship.)
3. Students will understand the basic concept of positive social change as change for the betterment of society, others and ourselves.
4. Students will consider and record changes each would like to see in his or her community.

Agenda: (make available to participants)

- I. Opener and Introductions
- II. Green Certificate Introduction
- III. What is Leadership?
- IV. What is Social Change?
- V. Where do you fit in?
- VI. Closing

#### What You Will Need:

- Notebooks for each student present – a gift
- Pens for each student
- Handouts for activities (included in addendum)
- Students should sit in a circle or horseshoe
- Sign in sheet with name, email, phone for each participant
- Post-workshop follow up survey (can be handed out at end of workshop or emailed to participants)
- Butcher paper, markers, crayons, masking tape, dictionaries

#### Quotes to Have On Walls/ Visible:

"The ultimate test of practical leadership is the realization of intended, real change that meets people's enduring needs." — James MacGregor Burns

"The superior leader gets things done with very little motion. He imparts instruction not through many words but through a few deeds. He keeps informed about everything but interferes hardly at all. He is a catalyst, and though things would not get done well if he weren't there, when they succeed he takes no credit. And because he takes no credit, credit never leaves him." — Lao Tse, Tao Te Ching

"My definition of a leader . . . is [someone] who can persuade people to do what they don't want to do, or do what they're too lazy to do, and like it." — Harry S. Truman

"If your actions inspire others to dream more, learn more, do more and become more, you are a leader." — John Quincy Adams



“To achieve greatness, start where you are, use what you have, do what you can.”

– Arthur Ashe

Opener: (10 minutes)

- 7 Cs activity – butcher paper, marker, crayons, dictionaries
  - What does each of the 7 C’s mean to you?
  - What does each mean in the context of leadership?
  - How can each lead to change?
- There are seven critical values of leadership
  - Consciousness of self, congruence, commitment, collaboration, common purpose, controversy with civility, citizenship
- Break participants into 7 groups. If there are not enough people, create larger groups and assign two words to each.
- Each group gets 5 minutes to discuss what each means, and draw a picture or symbol representing their term, and choose someone to explain to the class.
  - Every member should introduce themselves
- Allot about 5 minutes for each group to present to the rest of the class.

Introduction To All Certificates in the Leadership Initiative: (10 minutes)

- There are four certificate programs within the Leadership Initiative: The Green Certificate, the Gold Certificate, the Hornet Pride Certificate and the Mentor Certificate.

- Each certificate program requires you to attend various student and community activities, two workshops, and reflect on your experience.
- There is no prerequisite for the Green Certificate, but each certificate must be taken in order.
- Completing the Green Certificate is required to move on to the Gold Certificate, the Gold is required to participate in the Hornet Pride Certificate program, and the Hornet Pride is required to participate in the final Mentor Certificate.
- The Green Certificate covers an introduction to leadership and student development. In the Gold certificate program, you will consider your values, and the importance of reflection. The Hornet Pride Certificate focuses on civil confrontation and disagreement, and commitment. The Mentor Certificate program will culminate your Leadership Initiative experience with collaboration, community and social change.
- This workshop is the first of two required for Green Certificate.
- Notebooks—pass out. Tell students to keep for duration of leadership certificate program.
- Why are you here? What do you hope to get out of the leadership initiative? Open for discussion few minutes.
- Set ground rules – respectful, open space.
- Workshops are cumulative. What we cover today will influence the next workshop you attend.

- Discussions today cover a general overview of social change, leadership, and where you fit in.
- There is an activity to determine what sort of leadership attributes each of you have, and talk about what you might want to change at Sac State and within your community.

Main Points:

1. What is Leadership? (About 20 minutes)
  - Leadership is an ongoing process of development and exploration.
  - Leadership can be learned.
  - Everyone who wants to engage has something to contribute.
  - Leadership promotes self-awareness, equity, social justice, personal empowerment, collaboration, service and citizenship.
  - Everything you do or do not do has an impact on the overall development of your community.
  - Handout (attached) – 7 Cs divided by individual values (consciousness of self, congruence, commitment), group values (collaboration, common purpose, controversy with civility) and community values (citizenship).
  - Activity with Handout (attached)—Leader Stories: Divide students into small groups. Ask participants to share a story about the best or most influential leader that they have encountered.

- After each story, students should identify leadership characteristics by asking the question: “What was it that made this person such an effective leader?”
  - After everyone has shared a story, have the group identify 10 common traits all the leaders seemed to share.
  - Groups should narrow the list to the 5 most salient characteristics and have one member write those 5 traits on the board.
  - (From Tom Siebold, Workshop Exercises, <http://www.workshopexercises.com/Leadership.htm#L6>)
2. What is Social Change? (About 10 minutes)
- Ask students what they think social change is. Get a few responses from the group.
    - Change for the betterment of society, and change for the betterment of self are the goals of leadership.
    - To make a better world and a better society for ourselves and for others.
3. What do you *want* to change at Sac State, to improve the college overall and your experience here?
- I am not asking what you think is possible to change. I am simply asking what you wish to change. Take a minute to write those down.
  - Does anyone want to share with group?
  - What do you want to change within your community? In this context, “community” refers to your world outside of and beyond Sac State. If your community is the

college and the campus, that is fine. “Community” can refer to your neighborhood, your church, your family, your culture, your friends outside of Sac State.

- Take a minute to write those down
- Does anyone want to share?

Closing: (about 2 minutes)

Today we learned:

- A basic overview of leadership
- What social change means
- We discussed changes you would like to see at Sac State and within your communities.
- Thank you for coming.
- Facilitator/ SO&L Contact info

### Workshop II: Intro to Student Development Curriculum

Formal Objectives: (make available to participants)

1. Students will identify their personal values.
2. Students will reflect on who and what have made positive impacts on each of their lives.
3. Students will write a life mission statement.

Agenda: (make available to participants)

- I. Opener and Introductions
- II. Choose Your Values
- III. Who and What Makes a Difference in Our Lives?
- IV. Choose Your Mission
- V. Closing

What You Will Need:

- Notebooks – students should have brought these from first session
- Pens for each student
- Handouts for activities (included in addendum)
- Students should sit in a circle or horseshoe
- Sign in sheet with name, email, phone for each participant
- Post-workshop follow up survey (can be handed out at end of workshop or emailed to participants)

Quotes to Have On Walls/ Visible:

“Your work is to discover your work, and then, with all your heart, give yourself to it.” ~Dalai Lama

“I’m looking for a hero in myself.” ~Postsecret

“Live your life on purpose.” ~Anonymous

“To be nobody but yourself in a world which is doing its best day and night to

make you like everybody else means to fight the hardest battle which any human being can fight—but never stop fighting!” ~e. e. cummings

“If you aim at nothing, you’ll hit it every time.” ~B. J. Marshall

“We are all failures; at least, the best of us are.” ~J.M. Barrie

Opener (About 5 minutes):

- If you only had three words to describe yourself completely, what words would you choose? (No handout.) These words might reflect your relationship to another person, it might be an activity, and it might include personal traits from personality to looks. Take two minutes to write down who you are in three words. (Count 2 minutes)
- Have everyone introduce him or herself using this model, including facilitator.

Main Points:

1. Choose Your Values (About 5-10 minutes).
  - Life is about choices—choose wisely.
  - Your life is a culmination of choices up to this point.
  - Values are one “guiding star” you can fall back on and use to guide you.
  - Values are personal choices you make about what is important to you.

- Why values are important: Identifying and focusing on our personal values helps us become successful. By clarifying and applying our values, we can achieve enhanced self-awareness, more effective time management, greater integrity, and greater credibility as a leader. Scott Williams, Wright State University, [www.wright.edu/~scott.williams/skills/values.htm](http://www.wright.edu/~scott.williams/skills/values.htm)

- Activity: Choosing your Values (Handout attached.)

2. Who and What Makes a Difference in Our Lives? (About 5-10 minutes)

What makes a difference in people's lives? In being happy? Short group discussion. (About 1 minute).

- Material possessions and wealth do to a certain extent, but once you reach an income threshold, it has nothing to do with happiness. (Vedantam, Shankar. "You Really Can't Buy Happiness, Study Confirms," *Washington Post*, July 9, 2006.)
  - The Jones Factor: People rank happiness based on how they perceive they compare to others around them. (Boyce, Brown and Moore, "Money and Happiness: Rank of Income, Not Income, Affects Life Satisfaction," *Psychological Science*, Feb. 2010.)
  - Maslow's Hierarchy of Needs (Draw on board or pass out. Handout attached.)
- Activity: Who Makes a Difference Quiz (Handout. About 3 minutes). (Content in main points adapted from 5 by Dan Zadra, 2009, Compendium Incorporated: Seattle.)



### 3. Choose Your Mission (About 20-25 minutes):

- The main activity for today—the thing we want you to walk away with—is a mission statement for your life.
- Mission statements should be broad. Think big. This should be your mission for your life. It can be general, or specific.
- The first step to help you write a mission statement is an activity that prompts you to consider what you want from many areas in your life.
- Activity: What Do You Want To Accomplish? (Handout Attached - 5 minutes)
- Do not limit yourself. Write down the first things that come into your head, even if they seem preposterous.
- After 5 minutes – These areas of life and goals associated with them, when compared alongside your values, should help you get a sense of what is important to you, and where you want to be.
- Now try to write your mission statement.
- Your mission is the other guiding star on your journey.
- In *The Alchemist*, author Paulo Coelho says that everyone knows their life journey when they are young, but then start to believe the biggest lie in the world—that it is not possible to attain your dreams.
- Dreams or a mission can change, especially once you have attained them.
- Do not be afraid to fail; you will, until the point you succeed.
- “We are all failures; at least, the best of us are.” ~J.M. Barrie

- Example of others' mission statements. (Handout attached)
- Activity: Write your Mission Statement
- After 10-15 minutes, ask students if anyone would like to share mission statements with the group.

Closing (5 minutes):

- We encouraged you to discover your personal values so you can put those values to work actively in your life and your pursuits.
- You considered goals in different areas of life, which may serve your life's mission.
- You have articulated a life mission. Your mission will help you strategize for a career and major decisions in your life.
- Feedback Sheets
- Thank you for coming.
- Facilitator/ SO&L Contact info

Workshop III: The Value of Reflection Curriculum

Formal Objectives: (make available to participants)

1. Students will understand the basic concept of reflection and learn a variety of ways reflection can be done.
2. Students will practice guided and unguided individual, personal reflection.
3. Students will engage in a group reflection activity that forces each to recognize and respect diverse perspectives and others' values.

Agenda: (make available to participants)

- I. Opener and Introductions
- II. Gold Certificate Introduction
- III. What is Reflection?
- IV. Barometer Exercise & Discussion
- V. Closing

What You Will Need:

- Each student should have their notebooks
- Pens
- Students should line up across the entire room. Take activity outside if possible.
- Sign in sheet with name, email, phone for each participant
- Assessment

Quotes to Have On Walls/ Visible:

“Follow effective action with quiet reflection. From the quiet reflection will come even more effective action.” — Peter Drucker

“A battle lost or won is easily described, understood, and appreciated, but the moral growth of a great nation requires reflection, as well as observation, to appreciate it.” –Frederick Douglass

“I had chosen to use my work as a reflection of my values. “ –Sidney Poitier

“It is a most mortifying reflection for a man to consider what he has done, compared to what he might have done.” –Samuel Johnson

Opener: (about 5-7 minutes)

- Think about a time where you acted in a way you later regretted. Have you played that scene over and over in your head? Why did you keep thinking about it? What happened, and what would you have done differently?
- Choose a few people to share with the group.

General Gold Certificate Introduction: (about 5 minutes)

- This workshop is the first of two required for Gold Certificate.
- We will build on what you learned in the Green Certificate program.
- Workshops are cumulative, so this workshop will influence the next.
- The focus today is on the value of reflecting on your own behavior.
- The next workshop focuses on reflecting on your own values and what the implications are for some of your deepest held beliefs.
- The Gold Certificate focuses on developing reflective skills that help you continually transform internally. It ends with a reflective piece of writing.
- Notebooks—keep bringing the same ones from the Green Certificate.
- Any questions?
- Set ground rules – respectful, open space.

Main Points:

1. What is Reflection and How is it Done? (about 5 minutes)

- What do you think? Get a few responses
- Processing information or an experience you have gone through.

- Think back to the values exercise you completed in Workshop 2 of the Green Certificate.
  - Reflection can be done a number of ways: journaling, directed writing, sitting back and thinking about what you learned or went through, why it matters, and what you are going to do now, therapy, and a number of other ways.
  - Reflection can be a personal, individual experience, or a shared, group experience.
2. Why is Reflection Important? (about 5-10 minutes – can be shortened)
- Reflection can help you become more self aware, and develop consciousness of self.
  - Reflection can make you uncomfortable with your choices and actions, or the choices and actions of others around you.
  - Optional: Self-Reflection Activity. Kolb Learning Style Inventory. Hand out the inventory and have each student do the short activity, and figure out which learner they are according to Kolb. The importance of the activity is for students to reflect on how this activity makes them feel. Is it accurate? Do they feel boxed in? Can open group discussion briefly on what students think of activity results. (Handouts attached.) (From D.A. Kolb's *Experiential Learning*, 1984, published by Prentice Hall.)
3. Reflection Barometer Activity & Discussion (About 25 minutes)
- The Social Barometer Exercise: To set up the exercise, use a long, free space for student movement. Go outside if possible. Center yourself facing the entire group of students. Explain that you will give them a series of statements. If they strongly

agree, they will move toward one specified side (right or left of you) of the spectrum. If they strongly disagree, they will move to the opposite side of the spectrum. They also are free to situate themselves anywhere in between the extremes of agreement/disagreement depending on how strongly they feel about the issue. (Handout with questions attached.)

- Reconvene as one large group. Have people take their normal seats.
- The point of the activity is to reflect on what you feel and why you feel that way, and to become more aware of your internal value systems.
- Many people have strong reactions to controversial topics, perhaps because of how they were raised. Some people may not be aware of the strength of such reactions, or where the reaction comes from.
- The activity should also help you see how other people's strong reactions have the power to influence, and sometimes hurt, your peers.
- Reflection questions for after the activity:
- Were any of you surprised by your own reactions? Why?
- Did you have a difficult time seeing and knowing what other people thought when you disagreed with them? Why or why not?
- What was the hardest question for you to make up your mind about?
- What did you learn about groups and controversial topics?
- Can you apply anything you learned in this experience to your classes or your life outside of school?

Closing: (about 5 minutes)

Today we learned:

- What reflection is and some ways you can practice – you do have your notebooks for journaling
- Why reflection is important
- Actions and behaviors come from internal value systems.
- Opinions, actions and behaviors can change, along with values, with reflection.
- Assessment
- Thank you for coming.
- Facilitator/ SO&L Contact info

Workshop IV: Reflecting My Values and the Meaning of Life

Formal Objectives: (make available to participants)

1. Students will reflect on whether their life choices are congruent with their values.
2. Students will brainstorm possible career paths while keeping values in mind.
3. Students will practice making choices that reflect personal values, and will understand how challenging this can be.

Agenda: (make available to participants)

- I. Opener and Introductions
- II. Are Your Values and Actions Congruent?
- III. Call to Vocation

IV. Meaning and Values in Life Choices

V. Closing

What You Will Need:

- Each student should have their notebooks including Green Certificate workshop handouts on values and mission statements. If possible, remind students to bring these items prior to the workshop.
- Pens
- Sign in sheet with name, email, phone for each participant
- Assessment

Quotes to Have On Walls/ Visible:

“If we want our world to be different, our first act needs to be reclaiming time to think. Nothing will change for the better until we [have time to reflect].” – Margaret Wheatley

“Computers are always right, but life isn’t about being right.” –John Cage

“I learned to trust my obsessions. It is surely a great calamity for a human being to have no obsessions.” –Robert Bly

“We are the echo of the future.” –W.S. Merwin

“Do everything. One thing may turn out right.” –Humphrey Bogart

Opener: (about 10 minutes)

- What is an epiphany? It is a moment of sudden inspiration or insight.



- Break into groups for discussion of personal experiences with epiphany. What happened? Why was it important? What bearing did it have on your life and why was it transformative? What does that moment reflect about your values?
- Ask for volunteers to share with the large group when you reconvene.

Main Points:

1. Are Your Values and Actions Congruent? (about 5-10 minutes)
  - Think privately of responses to these questions: What am I meant to do? Who am I meant to be? (2 minutes)
  - Now get out your values exercise and mission statement from the Green Certificate exercises and think about these questions with that information in front of you. (2 or 3 minutes)
  - When you think about something, articulating it makes it that much more real. Once you have articulated it, it becomes easier to act on.
  - Thought leads to word, which leads to action: Where do values fit in? Hopefully at every step along the way. Where do your values fit into your thoughts, words and actions?
  - When our aspirations and purposes are out of alignment with what we are doing in our daily lives, we can feel we are simply existing.
  - The questions “What am I meant to do? Who am I meant to be?” are supposed to bring congruence between who you are and what you do.

- The question of the moment for each of you is: Are you majoring in a subject that is congruent with your values and life mission?
2. Call to Vocation Activity (about 10 minutes)
- What do your values and mission statement imply about your career?
  - Call to vocation activity - Use the Quaker saying: “Let your life speak.” Before you tell your life what you intend to do with it, listen for what it intends to do with you. Before you tell your life what truths and values you have decided to live up to, let your life tell you what truths you embody, what values you represent. (p. 419, Komives, 2007, *Exploring Leadership*)
  - Write down every career you think might interest you. Even ones you do not have a name for. Be as specific as possible. (3 minutes)
  - Pair off with someone you do not know and discuss your lists, and how the careers on them reflect your values and mission statements, or do not. If they fail to reflect your values, does anything in your values or mission statement need to be revised? (7 minutes)
3. Meaning and Values in Life Choices (About 25 minutes)
- Learning happens by "making meaning" of life experiences.  
Komives (2009) *Leadership for a better world.*
  - Meaning and values are subjective.

- Tough Choices Activity (handout): Break the workshop participants into groups of 4 or 5. You will have about 20 minutes to discuss 4 scenarios, all tough choices, that test your personal values. There are no right answers.
- The point of the activity is to see how challenging it can be to act in accordance with your values.
- Sometimes we cannot know what is at stake to act in accordance with our values until we face tough choices.
- See how difficult or how easy it is for you to determine your value judgment in each situation, and how you would put those values into action.
- Be courteous and practice “controversy with civility.”
- Be open, respectful, and let everyone speak.
- Workshop facilitator should walk around from group to group and help with discussions as needed. (Handout with scenarios attached.)

Closing: (about 5 minutes)

Today you thought about:

- Whether your values and thoughts are congruent with your actions
- You reviewed your values and mission statements
- Thought about careers that might reflect your values
- Thought about meaning in life choices
- Assessment
- Thank you for coming.

- Facilitator/ SO&L Contact info

Workshop V: Conflict and Communication – Disagree Without Being Disagreeable

Formal Objectives: (make available to participants)

1. Students will learn how to communicate in a respectful manner in the face of disagreement or controversy.
2. Students will practice open-minded, respectful dialogue with others whom they disagree with. In other words, students will practice controversy with civility.
3. Each student will reflect on how he or she deals with controversy.

Agenda: (make available to participants)

- I. Opener and Introductions
- II. Overview of Hornet Pride Certificate
- III. Diving Into Controversy Activity
- IV. Controversy and Conflict
- V. Why Does Controversy Arise and When Can Disagreement Turn Ugly?
- VI. Closing

What You Will Need:

- Each student should have his or her notebook.
- Some sort of white board or large, public writing space.
- 1 handout that accompanies the opening activity to distribute (attached)
- Negotiating activity background materials (3 Separate “Salty Dog” PDFs)
- Faces or vase illustration – handout attached

- Pens
- Sign in sheet with name, e-mail, phone for each participant
- Assessment

Quotes to Have On Walls/ Visible:

“People must evolve for all human conflict a method which rejects revenge, aggression, and retaliation.” –Martin Luther King, Jr.

“Find the truth in what you oppose; find the fault in what you espouse.”

–Anonymous

"All great ideas are controversial, or have been at one time." --[Gilbert Seldes](#)

“Be kind whenever possible. It is always possible.” –Dalai Lama

“Conflict builds character.” –Steven V. Thulon

Opener: (5 minutes)

- Individual activity (handout attached): How do you deal with conflict, disagreement, and controversy? Think of a recent situation you were involved with where you disagreed with someone or openly had a conflict. What did you do and how did you feel? (About 3 minutes)
- What does your behavior in that conflict imply about how you deal with disagreement? Are you respectful and open-minded? Do you want to avoid the situation? Do you like conflict and feel powerful?
- There are 3 ways people usually deal with conflict: avoid it, are open to conflict *without* respect, or are open to conflict with respect.

- Today we will practice conflict with respect.

Introduction to Hornet Pride Certificate: (3-5 minutes)

- This workshop is the first of two required for the Hornet Pride Certificate.
- We build on what you learned in the Green and Gold Certificate programs.
- The Hornet Pride Certificate curriculum focuses on group values of controversy with civility and commitment to something greater than you.
- The workshop today will focus on how to disagree without being disagreeable, or how to interact in controversial situations while maintaining civility and respect.
- The next workshop will encourage you to think about your commitments, your role on campus, and how your commitments can reflect your values.
- The Hornet Pride Certificate concludes with a brief reflective video that you will make based on a club meeting that you attend.
- Notebooks—keep bringing the same ones from the Green and Gold Certificates.
- Any questions?

Main Points:

1. Diving Into Controversy (35 minutes)

- Controversy vs. Conflict: Subtle distinction between the two.
- Controversy, for our purposes, means hearing different views and beliefs with an open mind and welcoming discussion.
- Conflict means there are two opposing sides, and one may be wrong and the other right.

- Today we will practice respectful communication in the face of disagreement.
- There is no right and wrong, just differences in perspective.
- Have group set ground rules: We are about to engage in controversy...on purpose. Before we step into sensitive territory, I want to set ground rules for the group because you will discuss personal opinions and beliefs, and we want to be respectful of everyone.
- Ask the group to throw out ideas for how to be respectful and write them on the board. Make sure this includes:
  - No interrupting others
  - No insults
  - No yelling
  - Respect others' opinions
  - See what else they come up with on their own.
- Suggestions *if needed*: 5 ways to respectfully disagree
  1. Do not make it personal.
  2. Avoid putting down the other person's ideas and beliefs.
  3. Use "I" statements to communicate how you feel, what you think, and what you want or need.
  4. Listen to the other point of view.
  5. Stay calm.

[http://kidshealth.org/teen/your\\_mind/problems/tips\\_disagree.html](http://kidshealth.org/teen/your_mind/problems/tips_disagree.html)

- The Salty Dog Exercise - Small Group Activity. This activity is based on respectful negotiation among parties with differing interests. (Handout – three separate PDFs (Salty Dog 1-3)).
- Break Students into groups of two. Distribute confidential instructions. One person in each group should receive instructions for the Smith Sisters manager, who needs to buy a snow truck. The other person should receive instructions for the Transportation Department, which needs to sell a truck.
- To students: Please take the exercise seriously.
- Do not talk about the exercise with other people in the class.
- Do not show your confidential instructions to the other person in your group.
- Give students 20 minutes to negotiate.
- Reconvene and Discussion—10 minutes. (Note: Ideally, you want some students not to reach agreement to illustrate the challenge of disagreeing without being disagreeable.)
- To students: This exercise forces you to negotiate and try to find a zone of agreement with the other party. It forces you to disagree, but do so professionally. Each of you had something to gain and something to lose.
- The zone of agreement is any sort of agreement that can be reached that satisfies each party's requirements. Any agreement is better than no agreement for both people.
- Show of hands: Who reached agreement? Who did not?
- To groups that did not reach agreement: What do you think went wrong?



- Lying: Did anyone lie? This gets to the question of ethics. The main lie people tell is claiming an offer that does not exist to counter a bid.
- What are the consequences of lying? Ask for a few responses.
- In this context, your business is at stake, and so is your reputation.

(Activity from Ted Lascher, PPA 210 class activity, “Resolving Differences Through Negotiation.”)

## 2. Controversy and Conflict (5 minutes)

- “Controversy with Civility recognizes two fundamental realities of any group effort: first, that differences in viewpoint are inevitable and valuable and, second, that such differences must be aired openly and with respect and courtesy.”
- Disagreements are inherent in almost any social interaction and group process.
- They bring valuable perspectives and information to a collaborative group, but eventually, they must be resolved.
- Such resolution is accomplished through open and honest dialogue backed by the group’s commitment to understand the sources of disagreement and to work cooperatively toward common solutions. (From “The Social Change Model of Leadership.”)
- “Conflict can result from such things as clashes in personalities, differing expectations of roles, or disagreement over ideas.” From *Exploring Leadership* (Komives, 2007) p. 228

- Conflict, in general, involves relationships and goals. It is best to address conflict early. Be respectful, and maintain an open mind. Conflict can be one of the most challenging aspects of leadership. From *Exploring Leadership* (Komives, 2007) (p. 378)
  - “Conflict is aimed at one side winning over the other. The goal of controversy is for everyone to understand the issue from multiple points of view in order to make better decisions. Controversy reflects a thoughtful and considered difference of opinion.” *Leadership for a Better World* (Komives and Wagner, 2009) (p. 269)
3. Why Does Controversy Arise and When Can Disagreement Turn Ugly? (5 minutes)
- We all have differing world views informed by our families, beliefs and experiences. The space between two people can be a space where such ideas clash, or are shared. People can interpret the differences in many ways.
    - Example: Faces or Vase – Negative space (image attached)
  - Power: Why ideas can offend or affront people’s sense of stability or power dynamics.
  - “Ideas are linked to people, so disagreeing with an idea may mean wanting to remove the person who backs that idea.” *Leadership for a Better World* (Komives and Wagner, 2009) (p. 272)
  - Interests vs. Positions – people will often argue based on positions, but positions are the first thing said. It may not be what they really mean. In a negotiation tactic called interspace negotiation that tries to get away from opposition and move toward

collaboration, Fisher and Ury encourage people to get to the root of what they want and why. One way to do that is to “ask why 7 times.” (Fisher and Ury, *Getting to Yes*).

Closing: (2 minutes)

Today you:

- Thought about how you engage in controversy
- Participated in a negotiation where you had to disagree respectfully
- Talked about the subtle differences between conflict and controversy
- Learned a bit about why people might be disrespectful and some tools for how to deal with that.
- Assessment
- Thank you for coming.
- Facilitator/ SO&L Contact info

#### Workshop VI: Let's Get it Started—Creating Commitment

Formal Objectives: (make available to participants)

1. Students will learn the formal definition of commitment as specified in the Social Change Model for Student Development, and consider how it compares to personal definitions of commitment.
2. Students will reflect on and discuss personal formal commitments and experiences with quitting, the opposite of commitment.

3. Students will review all clubs that exist on campus, and begin thinking about which they can commit to, which means it must reflect that student's values. Students may also consider starting a club.

Agenda: (make available to participants)

- I. Opener and Introductions
- II. What is Commitment?
- III. The Opposite of Commitment: Quitting
- IV. Your Campus, Your Commitment—Clubs and Activities Overview
- V. Closing

What You Will Need:

- Each student should have his or her notebook.
- Each student should have his or her leadership development plan. If possible, please remind students prior to the workshop to bring these with them.
- Tape up or distribute the 7 C's definitions the cohort defined and created during the Green Certificate. This workshop will focus on the "Commitment" C, which should be centrally located and visible. However, it would be helpful to have all of the 7 C's and how students defined them visible as well.
- A list of all student clubs and activities that exist on campus
- Pens
- Sign in sheet with name, email, phone for each participant
- Assessment

Quotes to Have On Walls/ Visible:

“The irony of commitment is that it's deeply liberating -- in work, in play, in love. The act frees you from the tyranny of your internal critic, from the fear that likes to dress itself up and parade around like rational hesitation. To commit is to remove your head as the barrier to your life.” — Anne Morris

“The problems that exist in the world today cannot be solved by the level of thinking that created them.” – Einstein

“Until one is committed, there is hesitancy, the chance to draw back--Concerning all acts of initiative (and creation), there is one elementary truth that ignorance of which kills countless ideas and splendid plans: that the moment one definitely commits oneself, then Providence moves too.” - Johann Wolfgang von Goethe

“Individual commitment to a group effort--that is what makes a team work, a company work, a society work, a civilization work.” --Vincent Lombardi

“I'm doing what I think I was put on this earth to do. And I'm really grateful to have something that I'm passionate about and that I think is profoundly important.”

-- Marian Wright Edelman

Opener: (about 10 minutes)

- Group Discussion on Commitment: What are each of you committed to?
- Aside from romantic relationships, what kinds of formal commitments do people have?
- Formal commitments can include religion, a club or sport, community service or volunteerism.

- Hazier discussions that may be valuable include commitments to live life a certain way, or commitments to self, such as study, sound finances, and so forth.
- Why and how did you become committed? What does that mean to you?

Main Points:

1. What is Commitment? (12 minutes)

- Have Commitment paper taped up and visible
- Review what people thought commitment meant during the Green Certificate with group. Is there anything people want to add or remove? Why?
- Definition: “Commitment implies intensity and duration in relation to a person, idea or activity. It requires a significant involvement and investment of self in the object of commitment and in the intended outcomes. It is the energy that drives the collective effort. Commitment is essential to accomplishing change. It is the heart, the profound passion that drives one to action. Commitment originates from within. No one can force a person to commit to something, but organizations and colleagues can create and support an environment that resonates with each individual's heart and passions.”  
From "The Social Change Model of Leadership" in Komives, Lucas, McMahon, 2007, *Exploring Leadership*.
- Commitment serves as an anchor for change. Without it, all of the other C's cannot be integrated. In order for change to occur, one must commit to seeing personal values contributing to the collective effort through action. (p. 365 Komives and Wagner, 2009, *Leadership for a Better World*.)

- Commitment requires knowledge of self. (From the Social Change Model of Leadership Development). Does this ring true with the group? Do you agree or disagree with these definitions? Why or why not?
2. The Opposite of Commitment: Quitting (12 minutes)
- Small Group Discussion (5 minutes) – Break into small groups of two, three or four and talk about a time you or someone you cared about quit something important. Think about and discuss the impacts of quitting on your life and their life. Try to keep the discussion within the context of life goals. Reconvene as a large group after 5 minutes.
  - Does anyone want to share a story about quitting with the group?
  - In this context of commitment to something you feel passionate about, something greater than yourself, to give up on your dreams or falter in your actions means quitting on yourself.
  - That is not to say commitment has to be long lasting or last forever. Commitment can be developed, and can grow or fade over time. (Komives and Wager, 2009 p. 368, *Leadership for a Better World*).
3. Your Campus, Your Commitment (10 minutes)
- In all of the certificate programs and workshops, you have considered your passions and gained self-awareness. You have learned to articulate your values and develop a life mission.

- Leadership can happen in your mind, and it can happen with words, but one powerful way to demonstrate leadership is through action.
- The idea behind the workshops and certificates programs is to think about the world you want to live in and your influence on it. To live intentionally. Now is a good time to think about putting your values into action.
- We begin by thinking about a community that everyone here is a part of: the campus community.
- Sac State has more than 250 clubs, and there are many clubs that do not exist. If you are already involved, there are other clubs and activities you can learn about.
- Pass out a list of all campus clubs and activities that students can join. Tell participants to look over the list briefly and identify a few clubs that they might want to visit. What moves them or interests them?
- If you are considering starting a club, what topics would be involved? What would a club meeting or activity look like? Does your idea overlap with any clubs that exist?
- At the next workshop, you will select clubs to visit and consider joining.
- Remember, the club you select should reflect your values and mission.

Closing: (about 5 minutes)

Today we:

- Discussed what commitment means in leadership
- We also talked about what quitting means, and the idea that commitments can grow or fade over time.



- Reviewed what clubs and activities exist on campus for you to consider joining, in light of your personal missions and interests
  - Take the list with you and select which club you would like to learn more about. Discuss which club or activity you attended and why in your reflective video.
- Assessment
- Thank you for coming.
- Facilitator/ SO&L Contact info

Workshop VII: We Can Work it Out – Success Through Collaboration and Community

Formal Objectives: (make available to participants)

1. Students will practice collaboration by working together on a tactile project.
2. Students will learn the basic requirements for successful collaboration.
3. Students will form teams and action plans that will target specific community problems the group has identified as priority issues to try to change.

Agenda: (make available to participants)

- I. Opener and Introductions
- II. Introduction to Mentor Certificate
- III. Collaboration Overview
- IV. Identify Community Issues
- V. Collaboration for the Community
- VI. Closing

### What You Will Need:

- Each student should have his or her notebook.
- Tape, construction paper, paper clips, pencils, markers, file folders, plastic cups, paper plates, scissors, wrapping paper rolls, paper towel and/or toilet paper rolls (for opening activity). At the very least, tape, scissors, construction paper, pencils. Should have enough for 5 or 6 groups.
- “Pointers for Effective Collaboration” handout (attached)
- Pen and Sign in sheet with name, email, phone for each participant
- Assessment

### Quotes to Have On Walls/ Visible:

“If you’re doing anything you know you can do, you’re not doing anything.”

–W.D. Snodgrass

“In dreams begin responsibilities.” – W.B. Yeats

“Responsibility is to keep the ability to respond.” –Gustav Mahler

“I think we are responsible for the universe but that doesn’t mean we decide anything.” –Rene Magritte

“It is the long history of humankind (and animal kind, too) those who learned to collaborate and improvise most effectively have prevailed.” - Charles Darwin

### Opener: (about 15 minutes)

- Break class into a few groups – try to have 4 or 5 people per group. Each group should have supplies listed above.

- Give everyone 10 minutes to see who can build the tallest structure.
- Use the last 5 minutes for teams to discuss group dynamics with all.

Intro to Mentor Certificate (about 5 minutes)

- This is the beginning of the final certificate program.
- Feel proud of having made it so far, and seen your commitment through.
- In this final certificate, we focus on mentorship, collaboration and community. We hope to turn you into role models for other aspiring leaders.
- You will provide guidance to some of those students, in part by sharing your experiences with them. You will also have some new experiences that will enhance your ability to mentor. Ultimately you will learn to apply what you have learned into marketable career skills.
- Today the workshop will focus on collaboration and community, where you and other students will identify a campus or community problem and work together to develop a solution.
- The final workshop will involve synthesizing the skills and lessons you learned throughout the certificate programs to apply to your life and to help inspire others.
- You will also be required to complete 15 hours of community service. The workshop today is designed to help you decide where and how to volunteer.
- Those of you who will complete all 4 certificates, you will receive a letter of recognition signed by the Vice President of Student Affairs and the President of the University. This letter will be presented to you during an end-of-program reception.

- You will also have meaningful reference points for job interviews, and believe it or not, you will be better prepared to enter the workforce as a leader and a collaborator.

Main Points:

1. Collaboration Overview (7 minutes)

- What factors influence group members working together to achieve a common purpose?
  - Relationships, shared responsibility, authority, accountability, and multiple perspectives and talents. (Komives, 2009).
- Each of these bear on the collaborative process and will influence the pace, perspective and accomplishment of your common goals.
- We have all worked on group projects in school, but collaboration and working together is something you will continue to do professionally and in your community.
- The main purpose of the workshop today is to practice working together, to identify common interests among the group, and then break the class into small community service fleets.
- Before we get started identifying conditions you want to improve in Sacramento, we should talk about what collaboration means, and how collaborative projects can be effective.
- New group dynamics can be challenging. As facilitators and leaders emerge, the group can undergo changes as people understand their roles.

- You may have heard of the process “forming, storming, norming, performing.” What does each of these terms mean? Ask the class to briefly discuss what they think each term means.
  - Forming: The group gets together. The first stage.
  - Storming: The group works out the kinks and people fall into roles. There can be tension in this stage.
  - Norming: Members get accustomed to their roles and group dynamics and develop a flow of working together.
  - Performing: The group works together to accomplish common purpose
- Do not be surprised if this occurs in many of the groups you encounter.
- For this project, you will work collaboratively to develop a sense of responsibility for and belonging to part of the community you live in by giving back.
- As you work together, it is each of your responsibilities to make sure every voice is heard. People and ideas should be respected and entertained. Enter this process with an open mind. We are all trying to contribute to something greater than ourselves.
- In this collaborative process, remember that people have different values, and try to appreciate the diversity of perspectives and life experiences each of you bring to the table.
- A few pointers to remember:
  - Be Committed
  - Be Mindful

- Be Unconditionally Accepting
  - Be Concerned for Both Yourself and Others
  - Be Understanding
  - Be Ethical
  - Be Peaceful (Komives, 2007)
- You will work with groups we determine here today, but also will likely work with others in your neighborhood, in a nonprofit organization, or with other volunteers. Please enter the realm of shared responsibility with these pointers in mind. (Handout)

2. Identify Community Issues (7 minutes)

- Ask students to brainstorm ideas volunteering and helping the community. These ideas should cover the required 15 hours of community service for this certificate.
- Write all on board – try to get at least 10 ideas.
- Use a show of hands to narrow down groups to have about five members in each. Make sure topics seem feasible.
- Tell students to re-organize into groups based on their project.

3. Collaboration For the Community (10 minutes)

- Use the time to brainstorm ways to improve the problems the group identifies, or to brainstorm volunteering activities.
- Have an action plan by the time you leave. Get one person to volunteer to e-mail the plan to the group. Exchange contact information with all group members. Each person should participate in your plan, as this is a collaborative experience.

- Share action plans with the group. The facilitator should check whether action plans seem feasible. If not, make suggestions for volunteering or something reasonable.

Closing: (about 5 minutes)

Today we:

- Learned some basics about collaboration, group dynamics, and working together.
- Identified community problems.
- Developed action plans to improve community problems using a collaborative approach.
- Assessment
- Thank you for coming.
- Facilitator/ SO&L Contact info

#### Workshop VIII: Engage Your World – Be the Change

Formal Objectives: (make available to participants)

1. Students will review the Social Change Model for Leadership Development and the 7 C's, and reflect on whether this model coincides with their own understanding of leadership and social change.
2. Students will discuss what it means to be a change agent.
3. Students will create a leadership toolkit based on what they have learned in all four certificate programs.

Agenda: (make available to participants)

- I. Opener and Introductions
- II. The 7 C's, Change, and You
- III. Change Agents
- IV. Leadership Toolkit Activity
- V. Closing

What You Will Need:

- Each student should have his or her notebook.
- Index cards
- Writing utensils
- Butcher paper, markers
- Pen and sign-in sheet with name, e-mail, phone for each participant
- Assessment

Quotes to Have On Walls/ Visible:

“How wonderful it is that nobody need wait a single moment before starting to improve the world.” –Anne Frank

“If you want to truly understand something, try to change it.” –Kurt Lewin

“[One]’s mind, once stretched by a new idea, never regains its original dimension.” –Oliver Wendell Holmes

“Leadership = Conviction in Action.” –Dennis Roberts



“Self empowerment is based on the personal awareness that you can be ‘a’ leader even if you are not ‘the’ leader.” –Susan Komives

“I am only one, but I am still one. I cannot do everything, but still I can do something. And because I cannot do everything, I will not refuse to do the something that I can do.” –Edward Everett Hale

Opener: (about 10 minutes)

- Small Group Discussion: Break the class into groups of three to discuss mentoring experiences.
- What did each of you learn?
- You may be a mentor to interns, co-workers, volunteers or lower-level employees in your job after college. You will also likely need a mentor in your first career-track jobs.
- With that in mind, imagine you could contact a future mentor of your own. What would you tell them you need? What would you encourage that person to do or say to you?

Main Points:

1. The 7 Cs, Change, and You (about 10 minutes)
  - Review of the 7 C’s: Consciousness of Self, congruence, commitment, collaboration, common purpose, controversy with civility, and citizenship.
  - The Social Change Model “seeks to develop a conscious and congruent person who can collaborate with others, who can become a committed participant in the shaping

- of the group's common purpose, who can help to resolve controversy with civility and be a responsible citizen.”
- Each of these C's is a powerful tool, but when combined, an individual or a group can use all 7 C's to enact real change.
  - Through the Leadership Initiative, we hope you have experienced change on an individual level, and collaborative change.
  - Group Discussion: Considering the 7 C's, does anything about being a leader or a change agent seem to be missing? Would you like to add anything from your experiences?
  - One group of students practicing the social change model at UC Irvine thought the word “courage” should be added to the list of 7 C's.
  - Do you agree or disagree? Why?
  - “Too often, courage is characterized as a trait exclusive to heroes—people glamorized for individual, solitary efforts...” Helen Astin via Komives 2009 p. 446
  - Can/do collaborative efforts at change require courage?
  - Individual writing and reflection: How are you becoming more effective at both responding to change and promoting change? (Komives, 2009, p. 137)
2. Change Agents (about 10 minutes)
- Group Discussion: Who are change agents? Are mentors change agents? What personality traits and values do change agents embody? Who are some examples of

change agents? What do change agents do? Could each of you be a change agent? Try to engage every student on this last question.

- A change agent should understand:
  - That change is a process
  - Resistance at the community/society, group, and individual levels
  - Strategies for overcoming resistance
- A change agent should have:
  - Positive perceptions of change
  - Comfort with ambiguity and transition
  - Self-confidence
  - Patience
  - A willingness to step outside one's comfort zone
  - A change agent should demonstrate:
    - An ability to influence systems
    - The creation of a sense of urgency
    - An ability to articulate a change vision
    - The willingness to take a risk to make a difference (Komives, 2009, p.411)
- Individual writing and reflection activity:
- In what ways are you becoming more effective at being a change agent? (Komives, 2009, p. 437)

- Can you remember a time when you thought about your role in causing change or contributing to change in a different way? How has your approach to change and view of yourself as a change agent differ from when you began the first leadership certificate?
3. Leadership Toolkit (15-20 minutes)
- What is a toolkit? A toolkit is a collection of “tools” you have gathered to solve problems.
  - You have acquired a number of leadership skills and tools throughout your time in the Leadership Initiative certificate programs.
  - Create a Leadership Toolkit to take with you into your first job and your life beyond Sac State.
  - Keep your toolkit and tape it to your wall at your first job, or put it in a desk drawer, or a place you can use to guide decisions as needed or serve as a reminder of your values and goals.
  - This toolkit should include the best lessons and best practices learned throughout the Leadership Initiative process.
  - Refer to your notebooks to spark memories of activities, lessons and values you may have forgotten.
  - This can be an individual or group activity. Feel free to work on your own, to share, or collaborate with others.
  - Pass out Toolkit Prompt (attached)

Closing: (about 5 minutes)

Today you:

- Completed the final workshop for the final certificate program
- Reviewed the role of the 7 C's in creating change, and considered if anything needed to be added to the list of 7 C's.
- Discussed change agents and considered who can be a change agent. Perhaps everyone in this room already is.
- Created a Leadership Toolkit to take with you into your first professional job to remind you of the lessons you learned and the skills you can bring to a team or project.
- Assessment
- Thank you for coming.
- Facilitator/ SO&L Contact info
- Encourage cohort to exchange information with all participants to be references after college completion, if they have not already done so as part of the toolkit exercise.

## APPENDIX C

## WORKSHOP ASSESSMENTS

## Green Certificate

Workshop 1: Introduction to Leadership Assessment

1. Leadership is:
  - a. An ongoing process that can be learned over time.
  - b. A talent certain people are born with.
  - c. A characteristic that can only be learned through team sports.
2. The seven components of the \_\_\_\_\_ that can be learned and practiced over time, and used to affect social change, are called the seven C's.
  - a. Student Persistence and Motivation Model
  - b. Social Change Model of Leadership Development
  - c. Higher Education Leadership Plan
3. What is the ultimate goal of leadership development?
  - a. Understanding how to get what you want
  - b. Skillful negotiation
  - c. Positive social change
4. What is one change you would like to see in your community?

## SCORING (4 points possible)

1. a = 1 point
2. b = 1 point
3. c = 1 point
4. Any thoughtful response = 1 point

Workshop 2: Introduction to Student Development Assessment

*Please answer according to what you learned during the workshop.*

1. What are your top 5 personal values?
2. Name one person who made a positive impact on your life, and explain why they had such an impact.
3. Write down your life mission statement.

## SCORING (8 points possible)

1. Five values = 5 points. These values should come from the "Identifying Values" exercise in the workshop.
2. Any thoughtful response that is explained = 2 points. Half answers = 1 point.
3. Any attempt = 1 point.

## Gold Certificate

### Workshop 3: Value of Reflection Assessment

Reflect upon today's activity. Do you think you are open-minded or closed-minded compared to other students? Give examples to explain the rationale for your response.

SCORING (5 points possible)

Reflection on activity – explaining context of activity = 1 point

A response to whether the individual is open or closed minded = 1 point

How their mindset compares to others' = 1 point

One example = 1 point

Two or more examples = 2 points

### Workshop 4: Reflection and the Meaning of Life Assessment

1. What does it mean for your actions and values to be congruent?
2. Have your life choices been congruent with your actions? Why or why not? Give some examples.
3. What do you think of the concept of congruence between values and actions? Will the concept be a new tool you can use to evaluate your choices in life, or is it not relevant to the way you do things? Will it be helpful or not? Please explain your answer.

SCORING (6 points possible)

1. You should act in a way that reflects who you are and what is important to you. Any similar answer = 2 points
2. A response answering whether a student's choices have reflected their values = 1 point. Giving examples and further explanation that demonstrate the student understands the concept = 1 point.
3. A simple response = 1 point. More thoughtful, reflective responses = 2 points total.

## Hornet Pride Certificate

### Workshop 5: Disagree Without Being Disagreeable Assessment

1. Is agreement possible in The Salty Dog exercise?
2. Did you reach agreement?
3. Explain what happened in your negotiations. What was your role? Why were you able or unable to reach agreement?
4. How did you feel and act during the negotiating activity? Were you able to disagree without being disagreeable?
5. Did you use any tricks or do you have any pointers for someone who wants to be able to disagree without being disagreeable?

SCORING (7 points possible)

1. The answer is yes. Yes = 1 point
2. Any answer = 1 point
3. Explanation of negotiations and role = 1 point. Analysis of results = 1 point. (2 points total)
4. A simple yes or no answer = 1 point. Reflection and analysis of own behavior and actions = 1 point. (2 points possible).
5. Any reasonable response = 1 point.

Workshop 6: Creating Commitment Assessment

1. Considering what you experienced in the workshop, how would you define commitment?
2. You are enrolled in Sacramento State University. Is this a formal or an informal commitment? Explain.
3. Do you think commitments are useful? Why or why not?
4. What sort of club might reflect your values? Do you think you can commit to this sort of activity? In what capacity?

SCORING (7 points possible)

1. Commitment takes self-awareness, intensity and duration. It is the collective effort that drives social change. 3 or more of these ideas = 2 points. One or more of these ideas = 1 point.
2. Formal commitment = 1 point
3. A response to both parts of the question = 1 point. More reflective responses displaying a thorough consideration of commitment = 2 points.
4. This question is intended to get respondents thinking more deeply about joining a club beyond existing involvement, and relate that idea to commitment. Any response that identifies a club and responds to whether or not they can commit = 2 points. Partial answers = 1 point.

Mentor Certificate

Workshop 7: Collaboration and Community Assessment

1. What project group are you a part of?
2. List five skills you have that you think you can bring to the group to contribute to the community service project. This can include skills you learned in school, at work, or natural abilities you possess. You can include personality traits as well.
3. Group development can happen in stages, and disagreement or “storming” is a natural part of collaboration. Based on what you learned today, what strategies or pointers do you have to deal with disagreement that may occur in your group?



### SCORING (8 points possible)

1. Answers should be part of community service projects identified during the workshop = 1 point
2. Five skills that reflect collaboration = 5 points.
3. Open-minded, Committed, Mindful, Unconditionally Accepting, Concerned for Both Yourself and Others, Understanding, Ethical, Peaceful, aware, self-aware, polite, etc. This response should reflect the idea of adapting and adjusting to others, being flexible, and not assigning blame or doing anything to instigate disagreement or “sides.” = 1 point for basic responses. 2 points for more complex responses.

### Workshop 8: Be the Change Assessment

1. Describe what each of the following means to you. Draw from what you learned through the workshops and the Leadership Initiative:
  - Consciousness of Self
  - Congruence
  - Commitment
  - Collaboration
  - Common purpose
  - Controversy with civility
  - Citizenship
2. What is the ultimate goal of the 7 C's?
3. Do you have the potential to be an agent of change, or are you already a change agent? Why or why not?
4. How do you envision exhibiting leadership in the future? This could be in your community, with your family, in your career, or other ways in your life.

### SCORING (11 points possible)

1. Consciousness of Self = self-awareness of own skills, beliefs, biases, talents and shortcomings, how one influences a group. Any similar response = 1 point.
  - Congruence = a person's actions reflect his or her values = 1 point.
  - Commitment = passion, duration, and follow through to get something done = 1 point
  - Collaboration = working together toward a common goal = 1 point
  - Common purpose = shared responsibility, vision and goals = 1 point
  - Controversy with civility = disagreeing without being disagreeable = 1 point
  - Citizenship = working actively in the community in socially responsible ways = 1 point.

Expect variation in responses. Be liberal with understanding. Part of the value in these responses is in understanding different words and concepts students use to individuate and relate to these concepts.

2. Positive social change. Social change is acceptable. Either = 1 point

3. Each student should understand everyone has the potential to be a change agent.

However, any thoughtful response that is explained = 1 point.

A response in the negative may be an indication of confidence or self-esteem rather than what they have learned.

4. This response should use some of the concepts or vocabulary covered in the Social Change Model, including but not limited to community service, collaboration, and

congruence between actions and values. Simple responses without explanation = 1 point.

More complex answers that explain how students plan to exhibit leadership = 2 points.

## APPENDIX D

## CERTIFICATE ASSESSMENTS

## Green Certificate Assessment

1. I understand the seven C's of the Social Change Model of Leadership Development.
  - a. Strongly agree
  - b. Agree
  - c. Disagree
  - d. Strongly disagree
2. Leadership is a continual learning process.
  - a. Strongly agree
  - b. Agree
  - c. Disagree
  - d. Strongly disagree
3. I have a better understanding of my personal values.
  - a. Strongly agree
  - b. Agree
  - c. Disagree
  - d. Strongly disagree
4. I am thinking about who I am and what I am capable of in new ways.
  - a. Strongly agree
  - b. Agree
  - c. Disagree
  - d. Strongly disagree
5. I have the capacity to change things for the better.
  - a. Strongly agree
  - b. Agree
  - c. Disagree
  - d. Strongly disagree
6. I have learned something from this certificate program.
  - a. Strongly agree
  - b. Agree
  - c. Disagree
  - d. Strongly disagree
7. I am glad I participated in the Green Certificate.
  - a. Strongly agree
  - b. Agree
  - c. Disagree
  - d. Strongly disagree

8. I made new friends in the certificate program.
  - a. Strongly agree
  - b. Agree
  - c. Disagree
  - d. Strongly disagree
9. I plan to participate in the next certificate program, the Gold Certificate.
  - a. Strongly agree
  - b. Agree
  - c. Disagree
  - d. Strongly disagree
10. Any other feedback, suggestions or comments:

#### GOLD CERTIFICATE ASSESSMENT

1. In this certificate, I was exposed to others' opinions that are different from my own.
  - a. Strongly agree
  - b. Agree
  - c. Disagree
  - d. Strongly disagree
2. I have considered how my actions reflect my values.
  - a. Strongly agree
  - b. Agree
  - c. Disagree
  - d. Strongly disagree
3. I have worked with others to achieve a common purpose.
  - a. Strongly agree
  - b. Agree
  - c. Disagree
  - d. Strongly disagree
4. I am thinking about who I am and what I am capable of in new ways.
  - a. Strongly agree
  - b. Agree
  - c. Disagree
  - d. Strongly disagree
5. I have the capacity to change things for the better.
  - a. Strongly agree
  - b. Agree
  - c. Disagree
  - d. Strongly disagree

6. I have learned something from this certificate program.
  - a. Strongly agree
  - b. Agree
  - c. Disagree
  - d. Strongly disagree
7. I am glad I participated in the Gold Certificate.
  - a. Strongly agree
  - b. Agree
  - c. Disagree
  - d. Strongly disagree
8. I have considered what sort of career might reflect my values.
  - a. Strongly agree
  - b. Agree
  - c. Disagree
  - d. Strongly disagree
9. I plan to participate in the next certificate program, the Hornet Pride Certificate.
  - a. Strongly agree
  - b. Agree
  - c. Disagree
  - d. Strongly disagree
10. Any other feedback, suggestions or comments:

#### HORNET PRIDE CERTIFICATE ASSESSMENT

- I am able to engage in controversy in a civil manner.
- a. Strongly agree
  - b. Agree
  - c. Disagree
  - d. Strongly disagree
2. I can communicate with someone who I disagree with.
    - a. Strongly agree
    - b. Agree
    - c. Disagree
  3. I have considered what sort of commitment I can make to a student club.
    - a. Strongly agree
    - b. Agree
    - c. Disagree
    - d. Strongly disagree
  4. I am thinking about who I am and what I am capable of in new ways.
    - a. Strongly agree
    - b. Agree
    - c. Disagree
    - d. Strongly disagree

5. I have the capacity to change things for the better.
  - a. Strongly agree
  - b. Agree
  - c. Disagree
  - d. Strongly disagree
6. I have learned something from this certificate program.
  - a. Strongly agree
  - b. Agree
  - c. Disagree
  - d. Strongly disagree
7. I am glad I participated in the Hornet Pride Certificate.
  - a. Strongly agree
  - b. Agree
  - c. Disagree
  - d. Strongly disagree
8. I understand what a formal commitment is.
  - a. Strongly agree
  - b. Agree
  - c. Disagree
  - d. Strongly disagree
9. I plan to participate in the next certificate program, the Mentor Certificate.
  - a. Strongly agree
  - b. Agree
  - c. Disagree
  - d. Strongly disagree
10. Any other feedback, suggestions or comments:

#### MENTOR CERTIFICATE ASSESSMENT

1. I have identified something in my community I want to change.
  - a. Strongly agree
  - b. Agree
  - c. Disagree
  - d. Strongly disagree
2. I have attempted to change something in my community.
  - a. Strongly agree
  - b. Agree
  - c. Disagree
3. I have engaged in community service projects to try to better society.
  - a. Strongly agree
  - b. Agree
  - c. Disagree
  - d. Strongly disagree

4. I am thinking about who I am and what I am capable of in new ways.
  - a. Strongly agree
  - b. Agree
  - c. Disagree
  - d. Strongly disagree
5. I have the capacity to change things for the better.
  - a. Strongly agree
  - b. Agree
  - c. Disagree
  - d. Strongly disagree
6. I have learned something from this certificate program.
  - a. Strongly agree
  - b. Agree
  - c. Disagree
  - d. Strongly disagree
7. I am glad I participated in the Mentor Certificate.
  - a. Strongly agree
  - b. Agree
  - c. Disagree
  - d. Strongly disagree
8. I have worked with others to achieve a common purpose.
  - a. Agree
  - b. Disagree
  - c. Strongly disagree
9. Mentoring another student was enriching.
  - a. Strongly agree
  - b. Agree
  - c. Disagree
  - d. Strongly disagree
10. Any other feedback, suggestions or comments:

## APPENDIX E

### LEADERSHIP INITIATIVE CERTIFICATE AND WORKSHOP OBJECTIVES

#### Green Certificate Objectives

- Introduction to and practice of consciousness of self and initial considerations of commitment and congruence.
- Teach the foundations of the Social Change Model of Leadership Development.
- Foster and encourage consciousness of self and self-awareness.
- Inspire students to begin to see themselves as a participant in their community.

#### Gold Certificate Objectives

- Practice consciousness of self, controversy with civility, congruence, common purpose and citizenship.
- Demonstrating empathy, respect and openness for other perspectives.
- Inclusion and engagement with diverse communities.
- Practice reflection of self, values, beliefs and behaviors in numerous circumstances.

#### Hornet Pride Certificate Objectives

- Practice controversy with civility, consciousness of self, congruence, commitment and collaboration.
- Practice communicating and listening effectively.
- Practice teamwork, group dynamics and development.
- Develop trust with others.



Mentor Certificate Objectives

- Practice collaboration, common purpose, and citizenship.
- Mentor another student.
- Using one's talents to benefit others.
- Engage in collaboration and common purpose to create positive social change.

## APPENDIX F

Table 1

## Leadership Program Design Goals by Literature Source and Universe

Universe 1: Profession		
<i>Goal or Standard</i>	<i>Theme</i>	<i>Source</i>
Acknowledge effective leadership behaviors and processes	Acknowledge student success	CAS
Promote intentional student involvement and learning in varied leadership experiences	Deliver content in a variety of ways	CAS
Multiple delivery formats, strategies and contexts	Deliver content in a variety of ways	CAS
Be based on principles of active learning	Deliver content in a variety of ways	CAS
Integrate program into life of institution	Integrate into life of the institution	CAS
Be based upon clearly stated principles, values and assumptions	Intentional and coherent program goals	CAS
Be intentional and coherent	Intentional and coherent program goals	CAS
Identify relevant and desirable student learning and development outcomes	Learning outcomes, assessments and evaluations	CAS
Assess relevant and desirable student learning outcomes and provide evidence of impact on student learning and development	Learning outcomes, assessments and evaluations	CAS
Assessments must include qualitative and quantitative methodologies	Learning outcomes, assessments and evaluations	CAS
Evaluations must occur regularly	Learning outcomes, assessments and evaluations	CAS
Practiced extensively, in progressively more challenging ways	Progressively more challenging	LEAP
Be inclusive and accessible, by encouraging and seeking out underrepresented populations	Reflective of and responsive to student developmental and demographic profiles and need	CAS
Reflective of developmental and demographic profiles of the student population	Reflective of and responsive to student developmental and demographic profiles and need	CAS

Responsive to needs of individuals, diverse and special populations, and relevant constituencies	Reflective of and responsive to student developmental and demographic profiles and need	CAS
Meet the developmental needs of participants across diverse contexts	Reflective of and responsive to student developmental and demographic profiles and need	CAS
Data collected must include responses from students, leadership program staff, and other affected constituencies	Survey students, staff and partners about the program	CAS
Use multiple leadership theories, models and approaches	Theory- and student development-based	CAS
Guided by theories and knowledge of learning and development	Theory- and student development-based	CAS
Evaluation results must be used in revising and improving programs and services	Use assessment and evaluation results to improve program	CAS
Universe 2: University		
<i>Goal or Standard</i>	<i>Theme</i>	<i>Source</i>
Explore possibilities for collaboration with faculty and other colleagues	Forge partnerships	CAS
Collaborate with campus and community partners	Forge partnerships	CAS
Innovative partnerships	Forge partnerships	<i>Destination 2010</i>
Explore possibilities for collaboration with faculty and other colleagues	Forge partnerships	CAS
Collaborate with campus and community partners	Forge partnerships	CAS
Innovative partnerships	Forge partnerships	<i>Destination 2010</i>
Explore possibilities for collaboration with faculty and other colleagues	Forge partnerships	CAS
Collaborate with campus and community partners	Forge partnerships	CAS
Innovative partnerships	Forge partnerships	<i>Destination 2010</i>
Be grounded in the belief that leadership can be learned	Leadership can be learned	CAS
Leadership is a process that can be learned	Leadership can be learned	Social Change Model
Be grounded in the belief that leadership can be learned	Leadership can be learned	CAS

Leadership is a process that can be learned	Leadership can be learned	Social Change Model
Be grounded in the belief that leadership can be learned	Leadership can be learned	CAS
Assessments should include student needs, student satisfaction, student learning outcomes and overall program evaluation	Student-focused learning experiences	CAS
Strong student support	Student-focused learning experiences	<i>Destination 2010</i>
Student-focused learning	Student-focused learning experiences	<i>Destination 2010</i>
Assessments should include student needs, student satisfaction, student learning outcomes and overall program evaluation	Student-focused learning experiences	CAS
Strong student support	Student-focused learning experiences	<i>Destination 2010</i>
Student-focused learning	Student-focused learning experiences	<i>Destination 2010</i>
Assessments should include student needs, student satisfaction, student learning outcomes and overall program evaluation	Student-focused learning experiences	CAS
Strong student support	Student-focused learning experiences	<i>Destination 2010</i>
Student-focused learning	Student-focused learning experiences	<i>Destination 2010</i>
Student-focused living experience	Student-focused living experience	<i>Destination 2010</i>
Student-focused living experience	Student-focused living experience	<i>Destination 2010</i>
Student-focused living experience	Student-focused living experience	<i>Destination 2010</i>
Universe 3: Student		
<i>Goal or Standard</i>	<i>Theme</i>	<i>Source</i>
Humanitarianism and civic engagement	Citizenship and humanitarianism, including personal and social responsibility	CAS
Goodwill	Citizenship and humanitarianism, including personal and social responsibility	<i>Destination 2010</i>
Congruence	Citizenship and humanitarianism, including personal and social responsibility	Social Change Model
Commitment	Citizenship and humanitarianism, including personal and social responsibility	Social Change Model

Citizenship	Citizenship and humanitarianism, including personal and social responsibility	Social Change Model
Put others first	Citizenship and humanitarianism, including personal and social responsibility	Servant Leadership Model
Lead with moral authority	Citizenship and humanitarianism, including personal and social responsibility	Servant Leadership Model
Stage 2: Exploration/ Engagement	Citizenship and humanitarianism, including personal and social responsibility	Leadership Identity Development Model
Stage 4: Leadership Differentiated	Citizenship and humanitarianism, including personal and social responsibility	Leadership Identity Development Model
Civic knowledge and engagement—local and global	Citizenship and humanitarianism, including personal and social responsibility	LEAP
Ethical reasoning and action	Citizenship and humanitarianism, including personal and social responsibility	LEAP
Intrapersonal development	Collaboration	CAS
Facilitate student capacity for collaboration	Collaboration	CAS
Collaboration	Collaboration	Social Change Model
Common purpose	Collaboration	Social Change Model
Be a compassionate collaborator	Collaboration	Servant Leadership Model
Stage 3: Leader Identified	Collaboration	Leadership Identity Development Model
Inspire a shared vision	Collaboration	Leadership Challenge Model
Teamwork and problem solving	Collaboration	LEAP
Facilitate positive social change	Create positive social change	Social Change Model
Stage 5: Generativity	Create positive social change	Leadership Identity Development Model
Advocate for student involvement in institutional governance	Develop a leadership skill set	CAS

Provide students opportunities to develop and enhance a personal philosophy of leadership that includes understanding of self, others, and community, and acceptance of responsibilities inherent in community membership	Develop a leadership skill set	CAS
Opportunities for students to develop competencies required for effective leadership	Develop a leadership skill set	CAS
Stage 6: Integration/ Synthesis	Develop a leadership skill set	Leadership Identity Development Model
Model the way	Develop a leadership skill set	Leadership Challenge Model
Enable others to act	Develop a leadership skill set	Leadership Challenge Model
Encourage the heart	Develop a leadership skill set	Leadership Challenge Model
Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems	Develop a leadership skill set	LEAP
Interpersonal competence	Get along well with others	CAS
Controversy with civility	Get along well with others	Social Change Model
Knowledge acquisition, integration, construction and application	Intellectual growth and development	CAS
Cognitive complexity	Intellectual growth and development	CAS
Engaging with contemporary and enduring "big questions"	Intellectual growth and development	LEAP
Inquiry and analysis	Intellectual growth and development	LEAP
Critical and creative thinking	Intellectual growth and development	LEAP
Facilitate student ability to engage in multiple contexts while understanding diverse perspectives	Intellectual growth and development	CAS
Be a systems thinker	Intellectual growth and development	Servant Leadership Model

Challenge the Process	Intellectual growth and development	Leadership Challenge Model
Information literacy	Intellectual growth and development	LEAP
Intercultural knowledge and competence	Involvement with and respect for diversity	LEAP
Active involvement with diverse communities and real-world challenges	Involvement with and respect for diversity	LEAP
Practical competence	Practical skills	CAS
Written and oral communication	Practical skills	LEAP
Be a skilled communicator	Practical skills	Servant Leadership Model
Have foresight	Practical skills	Servant Leadership Model
Facilitate student awareness	Self-awareness and personal growth	CAS
Enhance student self-knowledge	Self-awareness and personal growth	Social Change Model
Enhance student development	Self-awareness and personal growth	Social Change Model
Consciousness of self	Self-awareness and personal growth	Social Change Model
Be a person of character	Self-awareness and personal growth	Servant Leadership Model
Stage 1: Awareness	Self-awareness and personal growth	Leadership Identity Development Model
Foundations and skills for lifelong learning	Self-awareness and personal growth	LEAP
Irrelevant Goals for Leadership Programs		
<i>Goal or Standard</i>	<i>Theme</i>	<i>Source</i>
Quantitative literacy	N/A	LEAP
Science	N/A	LEAP
Math	N/A	LEAP
Social Science	N/A	LEAP
Humanities	N/A	LEAP
Histories	N/A	LEAP
Languages	N/A	LEAP
The Arts	N/A	LEAP
World class events	N/A	<i>Destination 2010</i>

Exhibits	N/A	<i>Destination 2010</i>
Recreation	N/A	<i>Destination 2010</i>
Synthesis and advanced accomplishment across general and specialized studies	N/A	LEAP
Inspiring faculty	N/A	<i>Destination 2010</i>



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