

## Willamette University and Leadership Development

**Overview:** Willamette's Division of Campus Life leadership model is much of what attracts students to Willamette. The university was ranked 4th in the nation by the Princeton Review (2015) for "Colleges that Make an Impact," a rating determined by university community service opportunities, student government, sustainability offers and on-campus student engagement. Annual data shows that 97% of students are involved in at least one club or organization; the average student is involved in just less than four engagement opportunities.

This on-campus engagement makes an impact by providing students with a quantity of opportunities and a quality program that has intentional structure and concrete learning outcomes for student leaders. Student leaders progress from emerging to advanced leaders, with increased functional skills and self awareness (see Appendix A: Student Leader Rubric). There are tiers of student leader engagement and student leader roles (see: Definitions) that function cooperatively within the leadership development model to continually challenge students to learn and grow outside of the classroom.

However, student leader development does not happen in a vacuum. Division staff and administration are directly responsible for engaging with student leaders as their co-curricular educators, through their advising and supervisory process. This document is designed to provide an outline of the structure of and rationale behind leadership development in the division, including current practices, theoretical bases, and paths towards future growth and development.

What to expect in this document:

- *Introduction* to the leadership development structure, the need for co-curricular development on campus, as well as relevant theorists who will be explored later in the document
- *Outcomes* for student leader's co-curricular education
- *Definitions* of relevant terms used in the model (i.e. emerging leader, paraprofessional)
- *Policy* that governs student involvement
- *Program* of leadership development itself
- *Accountability* for the program's success
- *Indicators of Success* by which the program will be assessed
- *Assessment* that provides relevant support for the program's success
- *Schedule* of a typical year in leadership development
- *Appendixes* of additional relevant information, including theorists and best practices

**Introduction:** Learning is a multi-faceted process. For students immersed in an institution of higher education, this learning happens both inside and outside of the classroom. As such, it is crucial that co-curricular opportunities are structured in such a way to best promote student's

learning and growth. As Doyle and Zakrejsek (2013) identify in their work on learning in harmony with one's brain:

The more ways you engage with something that you are learning -- such as listening, talking, reading, writing, reviewing or thinking about the material or skill -- the stronger the connections in your brain become and the more likely the new learning will become a more permanent memory. (p.7)

As such, Willamette University's co-curricular model within the Division of Campus life is designed to provide students with structured involvement opportunities so that they can learn and develop the leadership skills of communication, reflection, creativity, initiative, group dynamics, and inclusivity.

Student leaders' experiences are intentionally and developmentally structured to allow student leaders grow in skills and levels of engagement from emerging to advanced leader (see Appendix A: Co-Curricular Rubric). The model is also designed to provide students the opportunities to hold a variety of leadership roles as: a participant, peer leader, member of a leadership team, or a para-professional administrative role, with all roles providing continued opportunity for student skill development. By providing a clear trajectory for their development, with incrementally increasing responsibilities and expectations, we commit to students' growth in their educational experiences.

Willamette's co-curricular engagement model draws largely from Kolb's (1984) Experiential Learning Model (see Appendix B: Theoretical Foundations) in which students have a concrete experience, reflect on that experience, conceptualize conclusions based on that reflection, and then experiment by executing those conclusions.

Baxter Magolda's theory of self-authorship (see Appendix B: Theoretical Foundations) further deepens the foundation on which the Division's leadership development model is built. As stated by the author:

Learning occurs as people make sense of the world through connecting new ideas with their existing understanding of the world in a process of constant revision...Learning and growth are the products of the transformation of the underlying meaning-making structure rather than the accumulation of knowledge, skills, and information. (Baxter Magolda, Creamer, & Meszaros, 2010, p. 5)

Willamette's Division of Campus Life maintains, therefore, that giving students the opportunity to try and thus learn, as well as the support and guidance to reflect and process those experiences, will result in deep, meaningful learning that allows students to hone not only

concrete skills related to the experience, but also transferrable skills that they employ in a variety of contexts and communities throughout their life.

The leadership structure is designed to employ the above theories to allow students to develop. However, this cannot happen without the sustained engagement of advisors from the Division. High-quality advisor support and guidance provides the “scaffolding” for the student leader to grown within their role. Advisors provide a range of intentional activities (including a three-part reflection series, weekly one-on-one meetings, and ad hoc meetings) during which students are asked to self-assess successes and challenges. Advisor meetings and conversations also provide the students with time to discuss goals, concerns, and questions. Student leaders are continually asked to consider and analyze their development as leaders and how their actions affect the organizations in which they are involved. In all of these environments, Division staff are educators responsible for the co-curricular learning and growth of student leaders.

Through the Division’s leadership development model, students are given the opportunity to connect to organizations that allow them to meet peers across class years, majors, and salient personal identities. They take on leadership roles to learn administrative and group engagement skills. They facilitate trainings to develop public speaking abilities. They plan major events to grasp policy, nuanced logistics, and the importance of a series of back-up plans. Some even take on paraprofessional roles, with a responsibility level that demands they function, not only as undergraduate students, but as professional extensions of the University. The end result is Bearcats who are able to effectively take advantage of leadership opportunities graduate with more than what they acquired in their classroom also gain the self-awareness to articulate personal strengths and the confidence and tangible experiences to explain why they are who they are as co-workers, leaders, and global citizens. Involved Willamette graduates are able to grow into experienced leaders who possess the ability to make an immediate impact in their employment or post-graduate endeavors.

### **Desired Outcomes:**

The 2015 Willamette Student Involvement learning outcomes for all student leaders are listed below. The Division understands that different departments will likely have additional learning outcomes based on a variety of experiences and leadership development in their functional areas, however, these outcomes are a foundation from which all other outcomes should grow.

*Through participation in Willamette University Student Involvement opportunities (leadership, programs, etc.) students will develop a range of professional practices and leadership skills and abilities such as:*

- *Understand and use effective communication skills*
- *Engage in critical and reflective thinking to enhance personal discernment*
- *Demonstrate initiative and creativity*

- *Apply/incorporate an understanding of group dynamics to create inclusive environments*

These outcomes need to be periodically assessed by the Division to determine if they need to be adjusted to best fit the needs of staff, administrators, and students.

### **Definitions:**

- An **advanced student leader** takes on roles and responsibilities within their co-curricular engagements that are designed to deepen their skill sets, as well as their self-conception and articulation of that skill set. These students are as much focused on professionalism, reflection, and theory behind actions as they are the tasks involved with leadership itself. Para-professional roles demand this level of student leader engagement, though, ideally, most student leaders in their third, fourth, and fifth years progress to this stage after a certain number of years in leadership roles.
- An **emerging student leader** is a beginning level leader, both in terms of experience, and often in terms of demonstrating mastery of the leadership learning outcomes. Emerging student leaders are often in participant or peer leader roles, and need high levels of guidance from other peers, as well as professional staff when appropriate.
- An **intermediate student leader** has progressed beyond the emerging leader status. They have begun to develop a leadership identity and skill set, though are often more focused on accomplishing a responsibility than thinking through both the how and why of the responsibility. Many members of leadership teams and executive boards are at an intermediate leadership level.
- **Leadership** is the act of carrying out expectations to successfully execute the roles and responsibilities of groups, organizations, committees, departments, or programs. Holding a leadership role comes with the expectation to influence peers and the greater Willamette community. This happens through being a positive role model while working to advance the mission of the organization, team, or department in which they hold a leadership role. These roles are sometimes compensated with academic internship credit and/or financial compensation, but are often are on a volunteer basis.
- The **Leadership Team** of an organization is hired to manage a large student group or event. They may work to support a paraprofessional, or they may work as an independent upper level team. Their responsibilities may include (but are not limited to): hiring peer leaders/staff, designing and implementing training of a staff, collaborating with administration on programmatic needs, and taking on a variety of special projects. They are often, but not always, compensated financially.

- A **Para-Professional** role is a culminating leadership position. Examples include, but are not limited to: the Opening Days Coordinator, ASWU President, and Housing and Community Life Interns. Students who hold paraprofessional leadership roles are treated as entry-level staff and are expected to function as professional representatives of the division. These students have responsibilities that (at other institutions) might be given to graduate interns or entry level professional staff and are expected to function as professional representatives of the department. They may receive a larger compensation for their roles than other student leaders, and are typically entrusted with a significantly higher level of responsibility.
- A **Participant** is any student who is involved in any co-curricular activity throughout the Division. Examples include: a club or student organization, residence hall organization, sports team, etc. These participants can use these programs to develop networks within the institution and get involved both on and off campus. This type of involvement will help participants to develop a variety of skills, including (but not limited to): time management, written and verbal communication, teamwork, conflict resolution, event planning and execution skills, etc.
- A **Peer Leader** is any student serving in a leadership role that involves managing and developing their peers as participants and leaders. These students learn how to balance the roles of being both a peer (and often a participant) as well as a resource, role model, and extension of the university. JumpStart leaders, Opening Days leaders, Take a Break (TaB) facilitators, and Community Mentors are all examples of peers leaders on Willamette's campus. Job descriptions for peer leaders will have varying requirements, including (but not limited to) degree of responsibility, duration of the role, responsibility for crisis management procedures, and compensation vary across peer leader roles.

### **Policy:**

All students and student organizations are expected to comply with published University policies and local, state, and federal laws. The university may move to hold a student or student organization accountable through the Rights and Responsibilities process when the University Standards of Conduct is violated. Students who have been found responsible for egregious behaviors/actions or for incidents that are contradictory to their leadership position may not hold a leadership position.

Additionally, students must be in good academic standing. (See Appendix C: Academic Status) If academic performance falls below expected achievement, the student may be placed on academic probation. Any students who fall below a 2.5 semester or cumulative GPA are not allowed to participate in leadership roles. For the duration of the following semester that student

is ineligible to participate in student leadership roles. The student is required to follow an academic support program that may include restrictions on curricular and co-curricular activities.

Student leaders are also expected to be responsible for understanding and interfacing with a variety of university policies that apply to student organization events or functions, including: general ledger (GL) management, travel, reimbursement, university space reservation, event risk management, reimbursement procedure, publicity, and maintaining recognition.

### **Program:**

Willamette's Division of Campus Life uses a variety of methods through which it ensures students' successful progression from emerging to advanced student leader engagement. They use the following instructional design for key parts of student leader development in order to ensure implementation of best practices from a theoretical foundation. Those key parts include: recruitment, hiring, training and retreats, advising, and the reflection series (see appendix D: Best Practices). It is important to note that this program can be applied to both individual student leader development as well as groups of leaders.

The leadership development program was intentionally grounded in theory to ensure developmentally appropriate student experiences (and subsequent growth) throughout the entirety of their tenure as leaders. There is a broad theoretical foundation that grounds the design of the student leadership development program (see Appendix B: Theoretical Foundations).

The key element to the co-curricular leadership development program is advising, which incorporates the reflection series (see Appendix E: Reflection Series). This is the primary responsibility of Division staff in their student leader development process. Throughout the duration of the student's leadership experience advisors hold one-on-one meetings to which students come prepared with an agenda and during which they take time to talk about personal life and academics; encourage informal reflection on current events in the group; and seek feedback from others in group through student leader performance evaluations. Advisors are responsible for leading students through the reflection series, and to be engaged with students through the process.

The subsequent portions of the program for which division staff are responsible are recruitment, hiring, training and retreats.

The recruitment of student leaders is the critical first step in developing leaders and ensuring programmatic success. Recruitment should be offered as clearly outlined part of a comprehensive strategy. If done successfully, this process provides encouragement for students to participate and gain new experiences; students begin to understand how to enter into the

process of participation; students gain confidence in their worth as potential participants; and students learn to discern experiences that will be enriching and beneficial.

After successful recruitment of applicants, we must ensure ethical hiring of student leaders. The best practices for this process include reviewing application materials, group and individual interviews, reviewing recommendations, and making hiring decisions. All involved should be clear with expectations of the process (e.g., bias, expectations, diversity, clarity about number of interviews, etc.). The application and interview process should be the dominant consideration. In all parts of the process, it is critical to communicate with all applicants regarding the status of their application.

After recruiting and hiring student leaders, training, including retreats, is the critical next step in developing student leadership. Student leaders should be responsible establishing the goals and agenda of the training, and should largely facilitate that training (either working with, or being advised by, administrators or division staff). Training should focus on developing the group and advancing the goals of the co-curricular experience. Reflection and assessment play a key role in making these trainings concrete, as well as refining training from year to year.

### **Accountability:**

All departments of Campus Life are implicated in the accountability of this program. Administrative positions that are accountable for implementing the program and assessing the results are those who have especially high levels of student leader contact.

In Housing and Community Life, those positions include the Area Coordinators, the Associate Director, and Director of Community Education.

In Student Involvement, those roles include the Director and Associate Director of Student Activities, Director of Multicultural Affairs, Director of Campus Recreation, and Director of Community Service Learning.

In Athletics, Coaches and Trainers work with student athletes and employees who should be increasingly engaging in mastery of their sport and how they take on leadership within their teams and the athletics department.

Chaplains, Wellness Center Directors, and any other division staff who work with student leaders are responsible for ensuring their learning and development.

### **Benchmarks/Indicators of Success:**

Willamette's model is designed for students to develop both experience levels and a mastery of skills. This is gauged by demonstration of the Student Learning Outcomes (see Appendix A: Student Learning Outcomes Rubric).

Though many of our students come to Willamette with some experience in student leadership -- whether that be through volunteering, varsity athletics, student government, or the like -- the majority of students will begin at an emerging leader stage. Demonstrating a competency of these skills is a necessary first step in leadership development. Examples of when this may take place are when a participant helps set up an event, an athletics team member thinks of innovative ways to advertise a home game, or a hall council member thinks of how to meet and communicate on a regular basis to decide how to use a budget.

As the length and depth of their engagement with different leadership opportunities progresses, it is our intention that student leaders develop to an intermediate leader level. Though these skills are often demonstrated in peer leader or leadership team roles, they can also be demonstrated by long-term participants, who are able to model leadership and mentorship without a structured leadership title. The types of roles that students at this level often seek out are as members of executive boards or leadership teams. Examples of when this may occur is when a leader of an organization sets up a meeting with their advisor because they want to redevelop an annual program, a committee co-chair works through a pre- mid- and post- position reflection series (see Appendix E: Reflection Series) with their advisor, or community mentors design goals for their programming series for the year.

Highly engaged student leaders are able to develop to an advance demonstration of the student learning outcomes (see above). This high level of engagement can be expected from students in paraprofessional roles, as well as third and fourth year leaders in a variety of roles who have successfully developed along the rubric. Examples of where this may take place is when an Opening Days coordinator manages conflicting feedback from professional staff members and makes decisions that s/he determines best fit the learning outcomes of the leaders and incoming students or when a Housing and Community Life intern designs a professional development curriculum for their CMs.

It is important to note: though a certain type of role (i.e., a member of a leadership team) is often connected to a certain level on the rubric, there are moments when the two do not "line up." This can be done intentionally, as an opportunity for growth in the student leader, or happen by necessity (i.e., a limited number of applications for a certain position). As professionals who support both that leader, as well as their co-leaders, it is important to employ appropriate support when working with such a student leader.



Regardless of the level at which the student leader begins and finishes their role, the division is responsible to challenge and support students as they develop leadership and transferrable skills through that role.

### **Assessment:**

In order to examine the success of the program in general, the Division pays attention to benchmarks that track levels and depth of student engagement, as well as the correlation between student leadership and markers of success. The vast majority of the assessment data the division has is compiled from the student leader reflection data, which comes from the three-part reflection model's pre-reflection, mid-year reflection, and exit interview. The data from the reflection series from all student leaders who participate is consolidated, analyzed, and interpreted (looking for trends of growth and areas of improvement among student leaders throughout that year). The information gained from this assessment is then used to guide the program in the following year (e.g., revision of learning outcomes, edits to the reflection series, creation of supplemental advising materials, etc.).

The June 2014 reflection data summary compared reflection responses to seven learning domains: self-management, professional/ethical behavior, time management, communication, critical thinking/problem solving, initiative/creativity, and teamwork.

- The three most salient skill areas for student leaders throughout the year are teamwork skills, self-management skills, and communication skills. However, the way students understand these skills also develops over time. For example, as the year goes on, students begin to emphasize delegation skills rather than positive group culture and stress-management over self-confidence.
- The chief skill students want to learn is teamwork. The chief skill students say they do learn is self-management. The skills students least often report learning are initiative/creativity, critical thinking/problem solving, and professional/ethical behavior – but this may also be because these are the three most loosely defined learning outcomes.
- Generally, the skills students most often say they hope to learn at the beginning of the year are the skills they most often say they've learned at the end of the year. Similarly, the learning outcome areas they least often say they hope to learn are the ones they least often report learning at the end of the year, with one important exception: time management. Only 5% of students said they hoped to learn time management skills, but even by mid-year, 16% of students reported time management as one major skill they had learned that year.

Some specific programs also have their own assessment data that is compiled annually. Some programs have an opportunity to develop assessments designed specifically to track the

experience of their leaders, rather than only that of participants. Assessments designed around program learning outcomes, will provide more concrete data about student leadership.

In order to improve our divisional data compilation, two assessments could be developed. The first is a broad student leader survey, distributed once or twice annually to all leaders within the division to pull information beyond the reflection series compilation, or to encompass the experience of leaders without the reflection series. In addition, it is recommended that the division do a periodic survey of best practices at our peer and aspirant institutions while ensuring alignment of this program with the vision and strategic plan of the University.

### **Schedule:**

The majority of student leadership development should operate on a similar calendar. The following schedule will map what a typical year in leadership development should look like. It is important to note that there are several student leadership opportunities that run on different schedules. However, when considering those positions or others, division staff members will adjust the beginning dates and understand the typical life cycle of a student leader in the co-curricular development model.

- August: The beginning of the school year is a time that many student leaders are beginning their leadership role. There is energy and excitement, but also the confusion and lack of focus. Major annual experiences in this month include: Opening Days, JumpStart, CM training, and Fall athletics training.
- September: Classes begin and leaders begin regular duties, office hours, etc. The Fall Activities and Resources Expo generally happen in this month. As such, this is an important time for recruitment of students into student organizations. Many student leadership groups will hold retreats this month.
- October: Most organizations and leadership activities are in full swing and major programming and other important events are taking place.
- November: Major programming and events continue.
- December: Many positions will do mid-year reflections before leaving for Winter Break.
- January: Applications for Jump Start, Opening Days, and Residence Life leadership roles are released, both fraternity and sorority communities hold formal recruitment during this month, and the Martin Luther King celebration occurs.
- February: Many positions are in the interview and hiring process.
- March: TaB
- April: This is one of the busiest months. Major annual events that occur during this month period include: Wulapalooza, Lu'au, Serenades, and two of the three visiting student days. This month is heavy on elections and transitions. Many student leaders will participate in exit interviews.
- May: Many student leaders will do exit interviews. Commencement occurs.

It is also important to remember that the reflection series happens on a schedule, with the pre-reflection document occurring after the student has been hired, the mid-year reflections happening at the midway point of the leadership experience, and the exit interview happening at the conclusion of the experience.

### **Conclusion**

This document is an explanation of how the division will ideally format student leader development across all departments. All division staff are responsible for developing the most engaged student leaders possible, as a part of our commitment to their co-curricular education. The appendix below contains further information about relevant theories and best practices. This leadership development model should provide scaffolding for any staff member to work collaboratively with their student leaders to better co-curricular opportunities, the student, and Willamette as an institution.

## Appendix

### Appendix A: Student Learning Outcome Rubric

#### *SLO: Understand and Use Effective Communications Skills*

| Competencies                    | Beginning/Emerging   | Intermediate   | Advanced  |
|---------------------------------|--|--|---|
| <b>Adaptability</b>             | <ul style="list-style-type: none"> <li>· Emerging knowledge of basic concepts regarding adaptability within communication</li> </ul>   | <ul style="list-style-type: none"> <li>· Understands the need to adapt communication style; sometimes needs assistance/prompting to change communication style based on audience</li> </ul>  | <ul style="list-style-type: none"> <li>· Illustrates ability to adapt communication style to varied audiences</li> <li>· Effectively publicizes and/or presents individual or group work to a larger</li> </ul>   |
| <b>Listening</b>                | <ul style="list-style-type: none"> <li>· Student can recall key points of conversation/lectures/meetings (sometimes with assistance)</li> </ul>  | <ul style="list-style-type: none"> <li>· Student is able to reflect on information with prompts/assistance</li> <li>· Student is able to summarize information with prompts/assistance</li> <li>· Allows time for others to speak during conversation</li> </ul> | <ul style="list-style-type: none"> <li>· Student demonstrates active listening by cogently reflecting and summarizing information</li> </ul>  |
| <b>Speaking</b>                 | <ul style="list-style-type: none"> <li>· Demonstrates basic speaking competencies; needs prompts to articulate thoughts and ask questions</li> </ul>   | <ul style="list-style-type: none"> <li>· Demonstrates ability to articulate thoughts</li> <li>· Asks questions when necessary</li> </ul>   | <ul style="list-style-type: none"> <li>· Cohesively articulates thoughts and provides support for claims</li> <li>· Student asks thoughtful, thorough, and detailed questions</li> </ul>                          |
| <b>Synthesizing Information</b> | <ul style="list-style-type: none"> <li>· Demonstrates emerging knowledge about gathering and articulating thoughts, information, data, etc.</li> <li>· May need assistance with developing skills listed above and general synthesis of information</li> </ul> | <ul style="list-style-type: none"> <li>· Articulates thoughts, sometimes with prompts, support, or editing</li> <li>· Asks questions, sometimes with prompts.</li> </ul>   | <ul style="list-style-type: none"> <li>· Asks thoughtful, thorough, and detailed questions</li> <li>· Demonstrates an understanding of the importance of communication, both personal and professional</li> </ul> |

|                       |   |  |   |
|-----------------------|---|--|---|
| <p><b>Writing</b></p> | <ul style="list-style-type: none"> <li>· Needs assistance starting and/or completing writing projects/assignments/email messages</li> <li>· Needs assistance using grammar and spelling</li> <li>· Needs assistance clarifying intent/message within written materials</li> </ul> | <ul style="list-style-type: none"> <li>· Student is able to articulate ideas in writing; sometimes not concisely</li> <li>· Sometimes needs assistance with grammar and spelling</li> <li>· Sometimes seeks feedback</li> <li>· Implements some edits when receiving feedback</li> </ul> | <ul style="list-style-type: none"> <li>· Uses clear and concise language when writing</li> <li>· Uses proper grammar and spelling</li> <li>· Seeks feedback on written material</li> <li>· Implements edits according to feedback</li> <li>· Uses professional salutations, language, and tone in email and other written communication</li> <li>· Understands and uses appropriate use of modes of communication (using correct modes when contacting/ communicating with others)</li> </ul> |
|-----------------------|---|--|---|

*SLO: Engage in Critical and Reflective Thinking to Enhance Personal Discernment*

| Competencies                                   | Beginning/Emerging   | Intermediate   | Advanced   |
|--|--|--|--|
| <b>Adaptability</b>                            | <ul style="list-style-type: none"> <li>· Developing competencies: learning about constructive feedback and how adaptability is integral to this concept</li> </ul>   | <ul style="list-style-type: none"> <li>· Reacts to constructive feedback and change; reactions can vary and feedback might be taken personally</li> </ul>  | <ul style="list-style-type: none"> <li>· Demonstrates ability to adapt to changes and constructive feedback</li> <li>· Reacts appropriately and considerately when problems are pointed out</li> </ul>   |
| <b>Application of Knowledge and Reflection</b> | <ul style="list-style-type: none"> <li>· Emerging knowledge about the application of co-curricular learning to coursework or other areas of life; may need prompts to synthesize and understand this information</li> <li>· Introduction to the with the concept of reflection as an academic concept; may need prompts to synthesize and understand this information</li> </ul> | <ul style="list-style-type: none"> <li>· Understands and can begin to articulate the value of transferrable skills</li> <li>· Needs assistance articulating co-curricular knowledge and skills in resume or CV</li> <li>· Identifies problems (sometimes with assistance)</li> <li>· may need assistance articulating this to others</li> <li>· Understands basic ideas/practices of reflection; able to apply knowledge within guided reflection process</li> </ul> | <ul style="list-style-type: none"> <li>· Applies knowledge, skills, and learning from co-curriculum to other areas of life</li> <li>· Effectively uses reflection opportunities/methods within this application</li> <li>· Clearly articulates co-curricular knowledge and skills in resume or CV</li> <li>· Demonstrates ability to reflect on their own actions (and those of the group)</li> <li>· Uses reflective process to analyze effectiveness and effects of actions</li> <li>· Synthesizes analysis and reflection to modify future plans</li> </ul> |
| <b>Goal Setting</b>                            | <ul style="list-style-type: none"> <li>· Might know the value of goal setting; needs assistance setting goals</li> </ul>   | <ul style="list-style-type: none"> <li>· Able to set general goals</li> <li>· Demonstrates a basic understanding of SMART Goals but might not know how to implement or develop them</li> </ul>   | <ul style="list-style-type: none"> <li>· Sets general</li> <li>· Demonstrates a basic understanding of SMART Goals but might not know how to implement or develop them</li> </ul>  |

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| <p><b>Time Management</b></p> | <ul style="list-style-type: none"> <li>· Needs assistance with prioritizing and scheduling time</li> <li>· Sometimes cancels activities, appointments, or other events due to over-commitment in schedule</li> <li>· May need reminders/prompts to respond to requests; some responses are not sent within a reasonable amount of time</li> <li>· Often needs reminding regarding follow-up and follow-through</li> </ul> | <ul style="list-style-type: none"> <li>· Demonstrates genuine effort to be on time to commitments</li> <li>· Responds to all requests within a reasonable amount of time</li> <li>· Working on prioritizing and scheduling personal time; sometimes needs assistance</li> <li>· Recognizes agency over own schedule; may need prompting to prioritize time</li> </ul> | <ul style="list-style-type: none"> <li>· Arrives to commitments on time or early</li> <li>· Effectively budgets time to allow for preparation, active involvement, and recovery from activities/commitments</li> <li>· Able to effectively prioritize time</li> <li>· Responds to all requests within 24 hours</li> </ul> |
|-------------------------------|---|---|---|

*Student Learning Outcome: Demonstrate Initiative and Creativity*

| Competencies   | Beginning/Emerging  | Intermediate  | Advanced  |
|--|---|---|---|
| <p><b>Assess and Respond to Needs: Group, Campus, Self</b></p> | <ul style="list-style-type: none"> <li>· Emerging knowledge about methods, modes, and/or importance of importance of assessment (gaining exposure from leadership position and/or advisor)</li> <li>· Developing skills and knowledge regarding responding to needs of others and/or self (might need help understand how to assess these needs)</li> <li>· Takes an autonomous approach to creativity and initiative (might not listen to others)</li> </ul> | <ul style="list-style-type: none"> <li>· Understands that assessment is important to creativity and initiative</li> <li>· Might need prompting to get to this point or to determine how to start assessment</li> <li>· Might not be able to articulate why assessment is important in this situation</li> <li>· Tries to adapt or create programs based on feedback, assessment, or needs. Might need support, prompting, or instruction.</li> <li>·</li> </ul> | <ul style="list-style-type: none"> <li>· Demonstrates ability to effectively assess and respond to needs of campus, group, or self</li> <li>· Uses appropriate methods of assessment based on situation/need/type of data/etc.</li> <li>· Articulates how and why assessing needs is important when synthesizing ideas</li> <li>· Cohesively articulate thoughts and provide support for claims</li> <li>· Student asks thoughtful, thorough, and detailed questions</li> <li>· Adapts to or create events/programs based on feedback or needs</li> <li>· Encourages others to consider creative ideas and solutions</li> <li>· Effectively implements ideas/solutions through assessment and research</li> <li>· Effectively uses assessment in creating ideas/processes/etc. that respond to needs</li> </ul> |
| <p><b>Problem Solving Skills and Initiative</b></p>            | <ul style="list-style-type: none"> <li>· Uses strict autonomy when trying to solve problems or come up with solutions; might not ask for help (or know when help is needed)</li> </ul>  | <ul style="list-style-type: none"> <li>· Understands the need for using self-reliance and own skill set when solving problems; might need prompting to get to this</li> </ul>   | <ul style="list-style-type: none"> <li>· Uses self-reliance and own skill set to solve problems</li> <li>· Balanced by interdependence: knows</li> </ul>  |



|  |  |  |  |
|--|--|--|--|
|  | <ul style="list-style-type: none"><li>· Developing/emerging skills and knowledge regarding problem solving</li></ul> | point <ul style="list-style-type: none"><li>· Seeks new ideas but needs assistance/prompting to find appropriate resources</li></ul> | when to ask questions when needed <ul style="list-style-type: none"><li>· Identify challenges, contradictions, and imbalances in processes/procedures/etc</li><li>· Consider new, alternative, or innovative solutions to problems</li><li>· Act on and implement new ideas</li><li>· Synthesizes analysis and reflection to modify future plans</li></ul> |
|--|--|--|--|

*SLO: Apply an Understanding of Group Dynamics to Create Inclusive Environments*

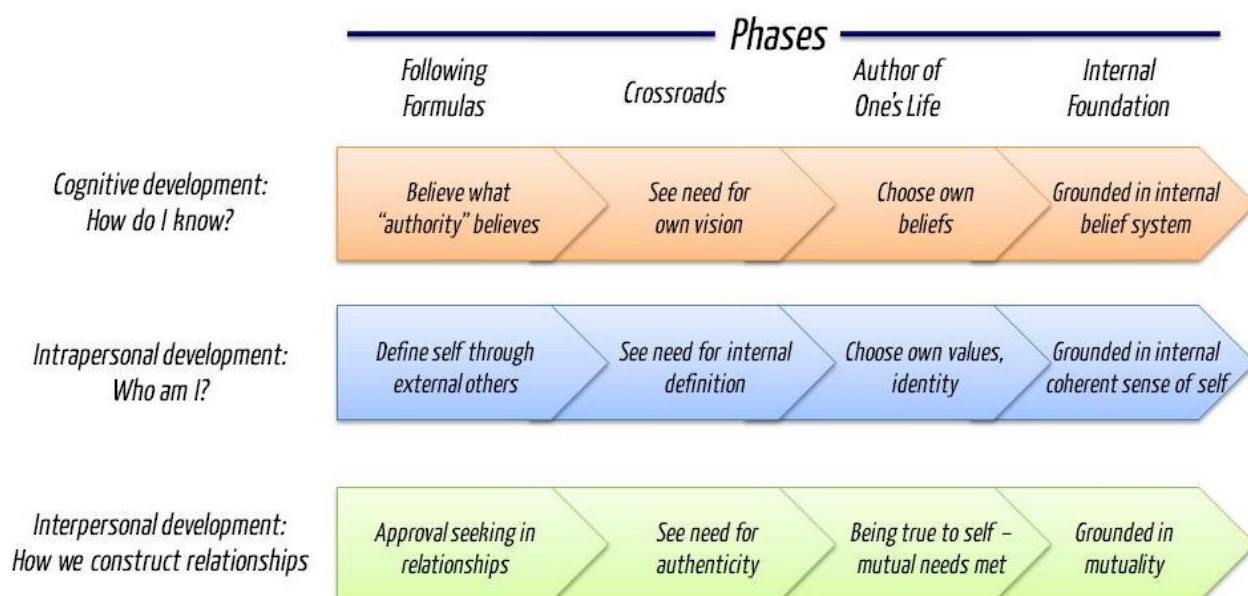
| Competencies               | Beginning/Emerging   | Intermediate  | Advanced   |
|----------------------------|--|---|--|
| <b>Accountability</b>      | <ul style="list-style-type: none"> <li>· Developing/emerging skills in understanding personal and group accountability</li> <li>· Might not be trustworthy of others to follow through with their commitments</li> </ul>                             | <ul style="list-style-type: none"> <li>· Recognizes issues with others; may not have confidence or skill set to address issues</li> </ul>   | <ul style="list-style-type: none"> <li>· Motivates, encourages, and actively supports the work and efforts of others</li> <li>· Trusts peers to follow through on their commitments</li> <li>· Appropriately addresses unmet expectations with peers and holds others accountable for their actions/inactions</li> </ul>   |
| <b>Civil Discourse</b>     | <ul style="list-style-type: none"> <li>· With guidance, learning about the concept of Civil Discourse (may not be able to articulate this concept)</li> <li>· Emerging learner re: separating people from ideas and maintaining tolerance</li> </ul> | <ul style="list-style-type: none"> <li>· Demonstrates and articulates a basic understanding of Civil Discourse. Might need prompts and/or guidance when articulating concepts</li> </ul>  | <ul style="list-style-type: none"> <li>· Demonstrates the ability to separate people from ideas and maintain tolerance for views and choices different from their own</li> <li>· Articulates why Civil Discourse is an important concept for leadership development at Willamette (and why it is connected to the University's Strategic Plan). Might need prompts to articulate these concepts</li> </ul> |
| <b>Collaboration</b>       | <ul style="list-style-type: none"> <li>· Sees self as individual/autonomous</li> <li>· Emerging skills re: collaboration; learning how to work with others</li> </ul>  | <ul style="list-style-type: none"> <li>· Seeks collaboration (when prompted)</li> <li>· Might not understand the value of collaboration within groups/organizations</li> </ul>  | <ul style="list-style-type: none"> <li>· Actively seeks collaboration within and outside of the group</li> <li>· Demonstrates understanding of collaboration best practices (depending on situation, etc.)</li> </ul>  |
| <b>Conflict Management</b> | <ul style="list-style-type: none"> <li>· Emerging/developing negotiation skills</li> <li>· Ability to recognize conflict; needs prompting/assistance with appropriate reaction or reflection regarding this conflict</li> </ul>                      | <ul style="list-style-type: none"> <li>· Listens to conflicting opinions; might demonstrate bias in discussions</li> <li>· Seeks additional information (sometimes when prompted)</li> <li>· Understands the benefit</li> </ul> | <ul style="list-style-type: none"> <li>· Seeks additional information as needed</li> <li>· Rephrases/confirms understanding</li> <li>· Demonstrates ability to negotiate to a compromise (find a solution that is mutually agreeable)</li> <li>· Manages own biases/</li> </ul>  |

|  |  |  |  |
|--|--|--|--|
|  |  | <p>of compromise; might need assistance/ prompting re: how to negotiate compromise</p> <ul style="list-style-type: none"> <li>· Might take conflict/disagreement personally</li> </ul> | <p>opinions</p> <ul style="list-style-type: none"> <li>· Does not personalize or individualize conflict (does not take it personally)</li> </ul> |
|--|--|--|--|

|                     |  |   |  |
|---------------------|--|---|--|
| <b>Delegation</b>   | <ul style="list-style-type: none"> <li>· Familiar with the concept of delegation, but is unfamiliar with the basic principles</li> <li>· Emerging knowledge regarding how to effectively delegate; might not be able to practice effective delegation</li> </ul> | <ul style="list-style-type: none"> <li>· Articulates basic principles of delegation (why and how)</li> <li>· Might need reminders/prompting re: appropriate times/tasks/people for delegation</li> </ul>  | <ul style="list-style-type: none"> <li>· Understands and employs methods of effective and intentional delegation</li> <li>· Demonstrates ability to discern between tasks that should and should not be delegated</li> </ul>   |
| <b>Expectations</b> | <ul style="list-style-type: none"> <li>· Emerging knowledge/skills about setting expectations</li> <li>· Emerging knowledge regarding how to articulate the value of this practice within co-curricular</li> </ul>   | <ul style="list-style-type: none"> <li>· Sets expectations when prompted/guided (during pre-reflection process or in one on one or group settings)</li> </ul>   | <ul style="list-style-type: none"> <li>· Sets clear, attainable expectations for self and others; might not need prompting to engage in this practice (with others)</li> </ul>   |
| <b>Feedback</b>     | <ul style="list-style-type: none"> <li>· Needs assistance understanding how to effectively respond to feedback from others</li> </ul>  | <ul style="list-style-type: none"> <li>· Might seek feedback on certain occasions; sometimes with prompting</li> <li>· Provides feedback to others; sometimes with request/prompting. Feedback might not be relevant and appropriate</li> <li>· Response to feedback might need coaching</li> </ul> | <ul style="list-style-type: none"> <li>· Actively seeks feedback from supervisors, co-workers, collaborators, and others</li> <li>· Provides relevant and appropriate feedback to others</li> <li>· Thoughtfully responds to feedback</li> <li>· Proactively acts on feedback from others</li> </ul> |

## Appendix B: Theoretical Foundations

*Baxter Magdola*: Baxter Magdola's theory of Self-Authorship underpins the division's co-curricular model. Like Kolb, this theory is a cyclical process of doing, reflecting, and making conclusions to develop a great understanding of the world and one's place within it. Self-authorship maintains that it is that process of meaning making, rather than a collection of knowledge or skills, that allows real learning or growth to occur. In this theory (pictured below) the student works through phases of self discovery with cognitive development, interpersonal development, and intrapersonal development occurring simultaneously (though not necessarily concurrently). These phases develop from following formulas, to experimentation (crossroads phase), into self-authorship (making one's own choices) and finally internal foundations, where one is establishing who they are.



*Chickering & Gamson*: Chickering and Gamson's Seven Principles for Good Practice in Undergraduate Education is especially relevant as the theory that underpins our approach to training and retreats, though it applies to most of the work advisors do in the co-curricular learning process. The principles a set of best practices for co-curricular educators in order to promote the best growth and success from the students with whom they work and advise. Those seven principles are outlined as follows:

1. Encourages contact between students and faculty
2. Develops reciprocity and cooperation among students.
3. Encourages active learning.
4. Gives prompt feedback.
5. Emphasizes time on task.

6. Communicates high expectations.
7. Respects diverse talents and ways of learning.

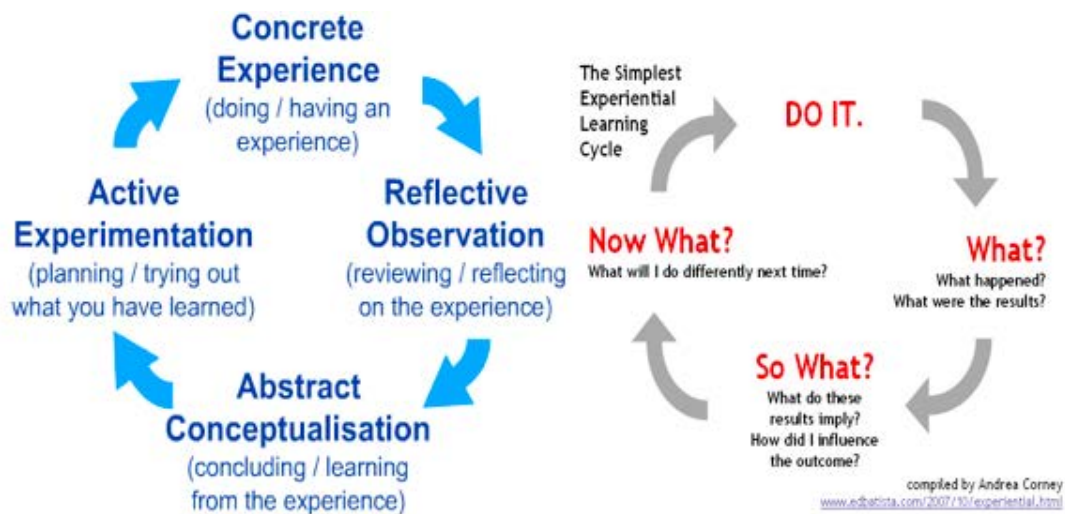
*Ferris, Johnson, Lovitz, Stroud, and Ruisville:* This research outlines the essential elements of the successful student-advisor relationship, and serves as the base of the advising model. It quotes that one of the 16 attributes of high-quality student leadership programs in higher education was the importance of learning from experienced practitioners who helped to give clarification and breadth to students' understanding of leadership and who provided examples of being a leader in real-world practice. Another related attribute was the opportunity to observe educators in action—demonstrating exemplary leadership practices during student interactions, sharing personal stories and experiences, and building supportive and mentoring relationships with students beyond the program. Finally, one cluster of attributes in Eich's model was student-centered learning experiences, which included students engaged in practicing and applying leadership, reflecting, making meaning through discussions, encountering difference, and participating in service and self-discovery retreats.

This research identified important roles of advisor (as identified by student leaders & advisors):

1. mentor: advisors letting students learn along the way; having the knowledge of and working to integrate the students' personal, academic, and professional interests; and making the relationship more personal by sharing advice and stories, asking questions, and reflecting with the student leader.
2. educator: characterized by the sharing of knowledge, promoting critical thinking about decisions, and developing new understandings and skills related to leadership and the position.
3. motivator: providing encouragement, demonstrating a belief in the students' abilities, and setting and helping to achieve goals
4. university policy/risk agent: university representative who can give guidance on event planning, institutional policies, and risk management, as well as provide knowledge of the college's history, people, and politics

What has been revealed from this study is that in successful student leadership development and advising relationships the advisor plays specific roles, displays unique attributes, uses multiple forms of communication, and serves as an important resource. By applying these findings, advisors are likely to find they improve their relationship and enhance the learning and development of the student leaders with whom they work.

*Kolb:* Kolb's Experiential Learning model underpins the division's co-curricular learning model. It is a four part cycle (pictured below), in which one has an experience, reflects on the experience, draws conclusion and makes plans for how those conclusions will impact future experiences. In the case of this model, the reflection happens actively with the advisors through the reflection series.



*Schuh, Jones, & Harper*: Their book, *Student Services: A Handbook for the Profession*, outlines theories to ground the best practices of the recruitment and hiring process, as well as a variety of best practices for all parts of the leadership development model.

Appendix C: Academic Standing If the Academic Status Committee (a standing committee of the undergraduate faculty and selected administrators which considers matters related to a student's academic planning and progress) find that a student's work does not meet the University's expectations, the committee determines what action will be taken regarding academic deficiencies including semester GPA below 2.5, cumulative GPA below 2.5, completion by a full-time student of fewer than three credits, or other serious academic difficulties as determined by the Committee. If academic performance falls below expected achievement, the student may be placed on academic probation. For the duration of the following semester that student is ineligible to participate in student leadership roles. The student is required to follow an academic support program that may include restrictions on curricular and cocurricular activities.

## Appendix D: Best Practices for Instructional Design

*Advising:* At the beginning of the year, advisors: support student leaders in completion of the pre-reflection document; discuss expectations with the student leader; discuss the role of the advisor; and set up regular meetings with the student leader.

Throughout the duration of the student's leadership experience advisors: hold one-on-one meetings to which students come prepared with an agenda and during which they take time to talk about personal life and academics; encourage informal reflection on current events in the group; seek feedback from others in group through student leader performance evaluations; and support the student leader in completing the mid-year reflection document (ideally at the mid-point of their leadership experience).

At the conclusion of the experience, advisors complete the exit interview document with students, both for their own reflection and for data collection for the Division.

For group advising, most of the same practices apply, though it is important to encourage a retreat (1/2 day, full day, or overnight) in the beginning of the group's time together and encourage informal group reflection throughout their term.

*Recruitment:* The best practices developed for that process include the following considerations: recruitment should be offered as clearly outlined part of a comprehensive strategy; identify target audience for advertisements (e.g., underrepresented students, emerging leaders, etc.); ensure materials are welcoming and inclusive; articulate all necessary information; articulate values inherent in the opportunity; and utilize peer recruitment to ensure diverse recruiters.

*Hiring:* After successful recruitment of applicants, we must ensure ethical hiring of student leaders. The best practices for this process include reviewing application materials, group and individual interviews, reviewing recommendations, and making hiring decisions.

When reviewing application material: review all materials submitted, including supplemental material; meet with anyone involved in selection to talk about hiring process (e.g., bias, expectations, diversity, clarity about number of interviews, etc.); and ensure the materials are available prior to beginning of interview.

When drafting a group interview: clarify expectations for the applicants and selection team ahead time; incorporate activities that encourage participation amongst all applicants; and use group reflection to debrief activities and provide opportunities for applicants to reveal additional information about themselves.



When holding individual interviews: use the same set of questions for each applicant; limit supplemental questions; and adhere to Willamette's Human Resources policies regarding appropriate questions. If recommendations are to be reviewed early in the process, common questions should be used for all applicants. If recommenders are contacted after the interviews, recommendation questions can become specific to things discovered in the interview.

When making a decision for hiring: the application and interview process should be the dominant consideration, refer back to the meeting regarding hiring process to clarify the expectations of the selection team; communicate with all applicants, in writing, regarding the status of their application; and provide opportunities for feedback for those who request it. In all parts of the process, it is critical to communicate with all applicants regarding the status of their application.

*Training:* After recruiting and hiring student leaders, training, including retreats, is the critical next step in developing student leadership.

Before the retreat, those responsible for student leader training should: discuss retreat goals/expectation with other planners; include students when creating retreat agendas, activities, and general planning; create activities that are engaging and involve group participation and discussion as well as time to internally process; and distribute agendas (or specific tasks) before the retreat (to participants/leaders).

During the retreat or training itself, student leaders (either working with, or being advised by, administrators or division staff): lead icebreakers/team-builders; set goals and expectations (for retreat and for semester) as a group; add other expectations (that the group doesn't think of); provide printed copies of all documents (agendas, handouts, etc.) to accompany instruction; encourage questions and discussion throughout. Provide specific times to ask/answer questions; design activities in entire group, with partners, small group, and self-reflection; throughout the retreat keep an ongoing list of questions or items that require further discussion or follow up, etc. at the end or during a designated time; maintain downtime for bonding, relaxing (retreat specific); provide adequate time for breaks (stretching/walking, self-care, etc.); be mindful of how group is responding to activities; be prepared to adjust agenda accordingly (due to needs, time, etc.); and close the retreat with small reflection and centering activity.

After the training/retreat, best practices dictate that one should: reflect on retreat during next group meeting (if this didn't occur at the end of retreat); reflect on retreat with other planners/leaders; ask group to send in 1 or 2 word reflections, then share with everyone; revisit needs; provide additional training and/or review content, as necessary; and give students opportunity to provide feedback (survey, during reflection etc.). General best practices for retreats and training are to: use reflection (pre, during, and post) to help engage students; articulate goals and expectations; revisit goals and expectations; and provide opportunities for differentiated instruction for participants and planners/leaders

*Advising leaders whose “level” and “role” do not align:* Best practices should include: assisting with pre-reflection on that leader’s strengths and weaknesses and then coming into the role in an action plan of learning outcomes for their time in that role (though this should be happening with leaders at every level, leaders in this situation may need more assistance translating broad concerns such as “being busy” into more concrete concerns such as “scheduling productive and intentional meetings”); extra one-on-one meetings with the leader; training with productivity tools and techniques, such as google calendar and a social media manager; or ensuring that they have a more structured mentor relationship with another, more experienced, leader on their team

## Appendix E: Reflection Series

### *Exit Interview*

#### **Getting to Know You**

1. My order at a coffee shop is...
2. My favorite treat or snack is...
3. A date that is important to me is (birthday, holiday, etc.)...
4. If I had a day off and nothing to do I would...
5. Before I leave Willamette I want to...
6. I learn best when...
7. I know I did a good job (or feel valued) when...
8. When I am stressed or upset, I look or act like...
9. I feel like I'm already an expert at...
10. I have a lot to learn about...
11. Something people who work with/advise me should know about me is...
12. If I could change something in the world it would be...
13. The three words that describe me well are...

#### **Pre-flection and Self-Assessment**

1. I applied for this position because...
2. I think I got hired/elected/selected for this position because...
3. In this position, I feel like I will be really good at...
4. In this position, I think the most difficult thing will be....
5. I hope my advisor will support me to/when...
6. I hope other leaders/group members will support me to/when...
7. My goal in this position is (what do you want to learn or get of this experience?)...
8. By the end of the year, I hope I will be able to: do, become, try, learn, etc...
9. Circle the areas in which you feel **confident** in your ability:

Self-Awareness & Reflection

Stress-Management

Self-Confidence

Self-Advocacy

Professionalism & Courtesy

Responsibility

Attention to Detail

Time-Management

Active Listening

Verbal Communication

Written Communication

Critical Thinking

Problem Solving

Using Results to Reflect & Develop  
Changes

Identify Potential  
Imbalances/Contradictions

Innovate Creative  
Solutions

Take Initiative

Adapt to Changes

Give &amp; Respond to Feedback

Build & Motivate  
Community

Delegate Tasks

Managing Conflict

10. Circle the areas in which you feel you need more **development** in your ability:

Self-Awareness &amp; Reflection

Stress-Management

Self-Confidence

Self-Advocacy

Professionalism &amp; Courtesy

Responsibility

Attention to Detail

Time-Management

Active Listening

Verbal Communication

Written Communication

Critical Thinking

Problem Solving

Using Results to Reflect & Develop  
ChangesIdentify Potential  
Imbalances/ContradictionsInnovate Creative  
Solutions

Take Initiative

Adapt to Changes

Give &amp; Respond to Feedback

Build & Motivate  
Community

Delegate Tasks

Managing Conflict

11. In this position, how do you plan to build your skills from questions 9 &10 (both those you are confident in and those you are not)?

### *Mid-Year Check In Meeting*

1. What are some successful things you have done in this leadership role?
2. What are some challenges you have had in this leadership role?
3. What is one thing you want your group/organization/team do next semester?
4. What is one thing you would change about your leadership role or your group/organization/team?
5. Do you feel supported in your leadership role? How?
6. What can we do to support you more in your leadership role?
7. Have your goals changed since the beginning of your time in this position? Do you have any new goals?
8. Circle the areas in which you feel **confident** in your ability:

Self-Awareness &amp; Reflection

Stress-Management

Self-Confidence

Self-Advocacy

Professionalism &amp; Courtesy

Responsibility

Attention to Detail

Time-Management

Active Listening

Verbal Communication

Written Communication

Critical Thinking

Problem Solving

Using Results to Reflect & Develop  
Changes

Identify Potential

Innovate Creative

Take Initiative

Adapt to Changes

| Imbalances/Contradictions  | Solutions                     |                |                   |
|----------------------------|-------------------------------|----------------|-------------------|
| Give & Respond to Feedback | Build & Motivate<br>Community | Delegate Tasks | Managing Conflict |

9. Circle the areas in which you feel you need more **development** in your ability:

|   |                                |   |                   |
|---|--------------------------------|---|-------------------|
| Self-Awareness & Reflection                     | Stress-Management              | Self-Confidence                               | Self-Advocacy     |
| Professionalism & Courtesy                      | Responsibility                 | Attention to Detail                           | Time-Management   |
| Active Listening                                | Verbal Communication           | Written Communication                         |                   |
| Critical Thinking                               | Problem Solving                | Using Results to Reflect & Develop<br>Changes |                   |
| Identify Potential<br>Imbalances/Contradictions | Innovate Creative<br>Solutions | Take Initiative                               | Adapt to Changes  |
| Give & Respond to Feedback                      | Build & Motivate<br>Community  | Delegate Tasks                                | Managing Conflict |

10. Have the areas where you feel confident or in need of development changed your time in this position?

- If yes, which ones?
- If not, why do you think that is?

11. Are you more confident in any areas now that you weren't before?

- If yes, which ones?
- If not, why do you think that is?

12. Do you feel like any of your growth/progress in the areas (questions 8 & 9) have occurred as a result of your leadership experience?

- If yes, how?
- If not, why do you think that is?

13. Now that you've had some time in this position, do you see any areas (question 8 & 9) where you were more confident before you started then you are now?

- Why do you think that is?

*Exit Interview*

- After serving in your leadership role this year, what do you see as **your organization/group/team's role on campus?**

- a. Should that be **your organization/group/team's role be on campus**? If not, what should it be?
2. What were your **successes, accomplishments or achievements** in your leadership role?
3. What were your **challenges** in your leadership role?
4. How do you **feel supported** in your leadership role?
  - a. Advisor
  - b. Peers
  - c. Others
5. What is one thing you would **change** about the way **your organization/group/team operates, functions, or programs**?
6. What was the **best advice** that you got when you started your leadership role?
7. What is your **advice to your successor**?
  - a. What would you do exactly the same?
  - b. What would you do differently?
  - c. What do you wish you'd known or listened to when you started?
8. Choose one: My experience in this role has (select one) met, fallen short, exceeded, or was completely different than my **expectations**. Explain.
9. Are you **returning to your organization/group/team** next year? If so, why? If not, why not?
10. What is one thing you've **learned** as a result of serving in your leadership role?
11. Finish this sentence: **as a result of serving in this leadership role I am or I have...**
12. **What else should I know** about you and your leadership role that I haven't asked?
13. Circle the areas in which you feel **confident** in your ability:

|  |                             |  |                   |
|--|-----------------------------|--|-------------------|
| Self-Awareness & Reflection                  | Stress-Management           | Self-Confidence                            | Self-Advocacy     |
| Professionalism & Courtesy                   | Responsibility              | Attention to Detail                        | Time-Management   |
| Active Listening                             | Verbal Communication        | Written Communication                      |                   |
| Critical Thinking                            | Problem Solving             | Using Results to Reflect & Develop Changes |                   |
| Identify Potential Imbalances/Contradictions | Innovate Creative Solutions | Take Initiative                            | Adapt to Changes  |
| Give & Respond to Feedback                   | Build & Motivate Community  | Delegate Tasks                             | Managing Conflict |

14. Circle the areas in which you feel you need more **development** in your ability:

|                             |                   |                 |               |
|-----------------------------|-------------------|-----------------|---------------|
| Self-Awareness & Reflection | Stress-Management | Self-Confidence | Self-Advocacy |
|-----------------------------|-------------------|-----------------|---------------|

|  |                             |  |                   |
|--|-----------------------------|--|-------------------|
| Professionalism & Courtesy                   | Responsibility              | Attention to Detail                        | Time-Management   |
| Active Listening                             | Verbal Communication        | Written Communication                      |                   |
| Critical Thinking                            | Problem Solving             | Using Results to Reflect & Develop Changes |                   |
| Identify Potential Imbalances/Contradictions | Innovate Creative Solutions | Take Initiative                            | Adapt to Changes  |
| Give & Respond to Feedback                   | Build & Motivate Community  | Delegate Tasks                             | Managing Conflict |

15. Have the areas where you feel confident or in need of development (questions 9 & 10) changed your time in this position?

- a. If yes, which ones?
- b. If not, why do you think that is?

16. Are you more confident in any ability areas now that you weren't before?

- a. If yes, which ones?
- b. If not, why do you think that is?

17. Do you feel like any of your development in the ability areas (questions 9 & 10) have occurred as a result of your leadership experience?

- a. If yes, how?
- b. If not, why do you think that is?

18. Now that you've had some time in this position, do you see any ability areas (question 9 & 10) where you were more confident before you started than you are now?

Why do you think that is?

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