

## Assessing the Impact of a Divisionwide Leadership Development Training for Student Employees

### Student Affairs - Collaborative Leadership Training

The Collaborative Leadership Training (CLT) is designed to provide student employees with a foundation to help them develop their leadership skills throughout the year. Throughout the afternoon, during a variety of activities, they will be introduced to the Social Change Model (SCM) of Leadership Development. The afternoon is divided like the SCM into Individual, Group, and Society Values with the final conversation about Positive Change in your work environment. They will then follow up primarily with supervisors but also through two more CLT activities during the year.

#### Logistical Information

Student employees will be divided into small teams facilitated by one or two professional staff supervisors. You will also pair them up with one member of their team who will serve as their partner throughout the day (**Make sure you tell the students to stick with their CLT Buddy the whole day, it's the buddy system!**) This information will be designated on their nametags and in group information provided to facilitators.

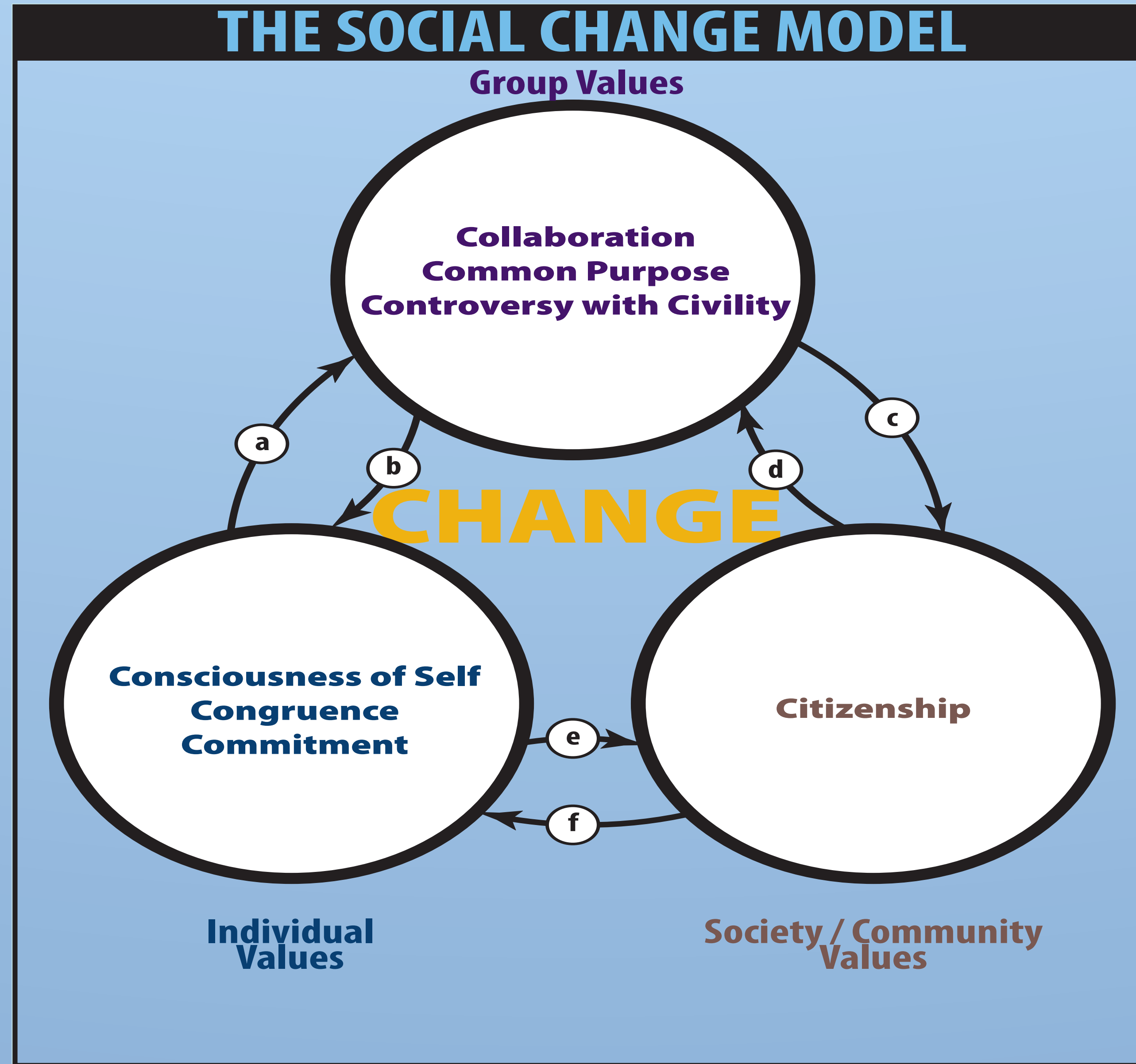
#### 1st Year Program Timeline for the Day

- 1:00-1:50: Individual Values Activity**
  - Values Sort
  - Values Storytelling
  - Value Commitment Statement
- 2:00-2:40: Explanation of Social Change Model**
  - Leadership Definitions Recorded
- 2:50-3:45: Group Values Activity**
  - 3-Island Simulation
  - Debrief Activity
- 3:50-4:15: Societal Values Activity**
  - Presentations from Peers About the Impact of Service
- 4:15-5:00: Social Change While at Work**
  - Discussions with Supervisors
  - Info Sheet Completed
- 5:00: Event Concludes**



#### 2nd Year Program Timeline for the Day

- 1:00-1:50: First Group Activity**
  - Tower Build Basic
  - Reflection on Last Year
- 2:00-2:40: Explanation of Social Change Model**
  - Leadership Definitions Recorded
- 2:50-3:45: Second Group Activity**
  - Tower Build with Change Elements
  - Projection Towards Upcoming Year
- 3:50-4:15: Societal Values Activity**
- 4:15-5:00: Social Change While at Work**
- 5:00: Event Concludes**



#### Collaborative Leadership Training Student Info Sheet (To Be Handed In)

Contact Information

Name: \_\_\_\_\_ Position: \_\_\_\_\_

Years in Position (2014-2015 Included): \_\_\_\_\_

Class Standing (Circle): Freshman Sophomore Junior Senior

Department: \_\_\_\_\_ Department #2: \_\_\_\_\_

Supervisor: \_\_\_\_\_ Supervisor #2: \_\_\_\_\_

How many hours of service did you do last year? \_\_\_\_\_

How many individual service projects did you participate in last year? \_\_\_\_\_

Four Values

1. _____	2. _____
3. _____	4. _____

Values Commitment Statement

In my work over the next year I pledge to commit to the value of \_\_\_\_\_ and will demonstrate that value by \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Service Commitment Statement

Over the next year I plan to grow my commitment to service by: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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#### Collaborative Leadership Training - Follow Up Evaluation Survey (N = 109)

PURPOSE	Strongly Agree	Agree	Disagree	Strongly Disagree
Purpose of training was clear to me	70%	27%	3%	1%
Glad training was included in job training schedule	70%	28%	1%	2%
Knowing about SCM will benefit me in my job	64%	28%	5%	1%
Knowledge of the SCM will help me in my other areas of involvement	65%	30%	3%	1%
GROUP ACTIVITIES	Strongly Agree	Agree	Disagree	Strongly Disagree
Helped me understand the Social Change Model	62%	31%	7%	0%
Pushed me to think more about leadership	69%	24%	8%	0%
Helped me think more about myself and my skills	70%	27%	3%	0%
SCM PRESENTATION	Strongly Agree	Agree	Disagree	Strongly Disagree
Was clearly presented in the large group setting	73%	24%	3%	0%
I have a better understanding of the 7s C's following the presentation	56%	38%	6%	0%
SCM was presented at the right time in afternoon of training	72%	25%	3%	0%
REFLECTION COMPONENT	Strongly Agree	Agree	Disagree	Strongly Disagree
Was important to my understanding of the SCM	51%	43%	6%	0%
Contributed to a better understanding of myself	58%	36%	5%	0%
There was sufficient reflection time during the training	57%	39%	4%	0%
SERVICE APPLICATION	Strongly Agree	Agree	Disagree	Strongly Disagree
The examples of how students have created change were motivating	55%	37%	6%	2%
Hearing how other students used the SCM in their service encouraged me to try applying the model in my work	57%	34%	8%	1%
The students helped me understand need for me to commit to service in my community	56%	29%	14%	2%
LOGISTICS	Strongly Agree	Agree	Disagree	Strongly Disagree
The timing of the CLT was convenient	61%	35%	3%	2%
The duration of the training was sufficient	61%	36%	1%	3%
The space we used was appropriate for the session	65%	29%	3%	3%

#### Collaborative Leadership Training Focus Group N = 4

##### Illustrative Comments:

- "Well, for me personally, I look up to Charles Nies a lot and when he is giving that conversation it is holding a lot of power. It holds a lot of weight and how important it is."
- "It (the giant sticky notes) diminish the effect."
- "A lot of different leadership things talk about just the individual (growth) or just on how the community (growth), but this one seemed to incorporate both pretty well."
- "I met a lot of people that day that I could contact, I networked with a lot of people including Charles Nies."
- "Controversially with civility ... particularly people that might not come from the same organization or agree with you."
- "I just had evaluations with the people I supervise. It went along the lines of 'how have you grown this semester, where do you want to grow next?' I reciprocated with how I felt that I have come as a supervisor and how I hope to keep putting people in positions to keep growing."
- "Things that I have thought but now I can put them into words"
- "It is not like I didn't have values and I left with values, it just solidified what I already knew."
- "The first time in CLT, I knew I had values, like 15 or 20, but when they forced you into have 4 space that when you really prioritize and think what is most important to you."
- "Our program goes through policy changes often. I feel like the commitment to the community portion gives me motivation to deal with the change. Some of them are not the best interest for my team, but we rally around the idea that if it will benefit the community, we will tough it out."
- "You kinda have to feed off of how someone perceives what you are presenting to get it off properly, a change of perception."
- "The build a tower activity, you can steal ideas from other people and work with other departments."
- "I just think doing the activities and being a part of the challenges and task, it just reinforces everything that I do, it helps awareness. I didn't know how to put it into words, and now I do so I can apply it."
- "Collaboration among departments is very important, we look at departments that have their groundwork set in a more structured way is helpful."
- "So students took it more seriously than other. It was very clear that some people in the group were there because their boss made them go."
- "Everyone should go at least once, but if they were to further differential the second year program from the first year program and make the second year program not a requirement."

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#### Collaborative Leadership Training Focus Group N = 4

Which aspect of the social change model has been supportive of your leadership growth?

Responses	#	%
Collaboration	2	50
Controversy with civility	1	25
N / A	1	25
My ability to articulate my growth as a leader has become:		
Responses	#	%
Stronger	4	100
My ability to use core values to create a change plan within my leadership position has become:		
Responses	#	%
Stronger	3	75
No change	1	25
My ability to demonstrate nimbleness with change in my leadership position has become:		
Responses	#	%
Stronger	4	100
My ability to incorporate my values into the task, activities, challenges, and responsibilities has become:		
Responses	#	%
Stronger	3	75
Much stronger	1	25
My ability to make change through my leadership position has become:		
Responses	#	%
Stronger	4	100
My ability to engage in active citizenship has become ...		
Responses	#	%
Stronger	2	50
Much stronger	1	25
No change, I have not engaged in active citizenship yet to demonstrate ability	1	25

#### Year #1 Example:

Leadership is: "Teaching by example, acting responsible, and in the best interest of your relationship to people you lead"

#### Year #2 Example:

Leadership is: "A person, someone others want to follow and trust, they have other's interests in mind, and a goal for their team to reach."

#### Leadership Definition Scoring Rubric (N=53)

Value	Clearly Indicates (4)	Moderately Indicates (3)	Somewhat Indicates (2)	Vaguely Indicates (1)	Score	
<b>Collaboration</b>	Strongly communicates understanding and description about working with others in a common effort; describes leadership as a group process. Connects capitalizing on group members multiple talents to generate solutions and actions. Describes that collaboration empowers individuals through division of labor, creativity, and group effectiveness. Shows development of leadership style recognizing group values as a resource	Clearly communicates understanding and description about working with others in a common effort; describes leadership as a group process. Connects capitalizing on group members multiple talents to generate solutions and actions. Minimally indicates that collaboration empowers individuals through division of labor, creativity, and group effectiveness. Minimally indicates understanding leadership style recognizing group values as a resource	Shows minor understanding and description about working with others in a common effort; toggles back and forth describing leadership as a group and individual process, more individual focused. No identification of leadership style recognizing group values as a resource.	No clear understanding or description about working with others in a common effort; does not view leadership as a group process, more individual; communicates individual, rather than group empowerment. No identification of leadership style recognizing group values as a resource.		
<b>Common Purpose</b>	Strong articulation and understanding that work efforts relate to working with shared aims and values. Shows understanding and development towards approaching leadership through such work efforts to facilitate group engagement, collective analysis of the issues at hand and the task to be undertaken. Strong interpretation that common purpose is best achieved when all of the members in a group share a vision and participate actively in articulating the purpose and goals of the leadership development activity. Clear recognition of significance of group purpose and/or mission to generate collaboration and leadership	Clear articulation and understanding that work efforts relate to working with shared aims and values. Shows understanding and development towards approaching leadership through such work efforts to facilitate group engagement, collective analysis of the issues at hand and the task to be undertaken. Clear articulation that common purpose is best achieved when all of the members in a group share a vision and participate actively in articulating the purpose and goals of the leadership development activity. Minimal recognition of significance of group purpose and/or mission to generate collaboration and leadership	Minimal articulation and understanding that work efforts relate to working with shared aims and values. Indicates development, but not clear understanding, that such work efforts facilitate group engagement, collective analysis of the issues at hand and the task to be undertaken. Minimally articulate that common purpose is best achieved when all of the members in a group share a vision and participate actively in articulating the purpose and goals of the leadership development activity. No recognition of significance of group purpose and/or mission to generate collaboration and leadership	No articulation of understanding that work efforts relate to working with shared aims and values. No understanding that such work efforts facilitate group engagement, collective analysis of the issues at hand and the task to be undertaken. No understanding that common purpose is best achieved when all of the members in a group share a vision and participate actively in articulating the purpose and goals of the leadership development activity. No recognition of significance of group purpose and/or mission to generate collaboration and leadership		
<b>Consciousness of Self</b>	Strongly articulate some understanding that beliefs, values, attitudes, and emotions that motivate one to take action. Communicates clear awareness that consciousness of self is important to developing others consciousness of self. Clearly indicates developing and incorporating consciousness of self within own leadership style	Articulate some understanding that beliefs, values, attitudes, and emotions that motivate one to take action. Communicates some awareness that consciousness of self is important to developing others consciousness of self. Unclearly references developing and incorporating consciousness of self within own leadership style	Articulates little to no awareness of the beliefs, values, attitudes, and emotions that motivate one to take action. No understanding that consciousness of self is important to developing others consciousness of self.	Articulate no awareness of the beliefs, values, attitudes, and emotions that motivate one to take action. No understanding that consciousness of self is important to developing others consciousness of self.		



#### CLT Top 10 Values

Value	Count
Family	96
Respect	63
Growth	44
Honesty	44
Faith	43
Integrity	41
Positivity	39
Service	39
Leadership	37
Responsibility	36

#### Statistical Analysis of Two-Year Leadership Definitions 2-Tailed Paired t-tests N=53, P<.05

	Year One		Year Two		Mean Difference	t-score	P value	Significance
	Mean	SD	Mean	SD				
SCM 'C' Selected								
Consciousness of Self	1.21	.45	1.26	.49	.06	0.6511	0.5179	No
Collaboration	1.38	.53	1.55	.61	.17	1.5891	0.1181	No
Common Purpose	1.30	.54	1.47	.61	.17	1.5891	0.1181	No
Total	3.89	1.03	4.28	1.13	.40	2.1607	0.0353	Yes