

**•St. Cloud State University • Department of Residential Life•
Student Leadership Curriculum**

What is Social Change?

This model emphasizes the need to understand self and others in an effort to create community.

- It is *inclusive* in that it is designed to enhance the development of leadership qualities in all students—those who hold formal leadership positions as well as those who do not—and to promote a process that is inclusive and actively engages all who wish to contribute.
- Leadership is viewed as a *process* rather than as a position and explicitly promotes the values of equity, social justice, self-knowledge, personal empowerment, collaboration, citizenship, and service.
- Social change leaders are those who work *collaboratively* to ensure that change occurs, and have been described as being focused on collective action, shared power, and having a passionate commitment to social justice and civic engagement.

Since we believe a valuable approach to leadership development involves collaboration and concern with fostering positive social change, we embrace the way this particular model examines leadership development from three different perspectives or levels:

INDIVIDUAL	GROUP	COMMUNITY
What personal qualities are we attempting to foster and develop in those who participate in a leadership development program? What personal qualities are most supportive of group functioning and positive social change?	How can the collaborative leadership development process be designed not only to facilitate the development of the desired individual qualities (above) but also to effect positive social change?	Toward what social ends is the leadership development activity directed? What kinds of activities are the most effective in energizing the group and in developing desired personal qualities in the individual?

The social change model can be practiced through developing the following leadership skills:

1. **Problem Solving:** the ability to solve problems creatively, this includes: identify the real/underlining problem, assess all components of the problem, weigh what is relevant, identify alternatives, and identify a solution.
2. **Planning and Organization:** the ability to set goals and coordinate a variety of human and material resources to accomplish these goals.
3. **Delegating:** the ability to identify or develop a task, and then share the responsibility, authority, resources, and information needed to accomplish it.
4. **Decision-making:** the ability to evaluate existing information and to be willing and confident enough to make a choice of what should be done, this also includes your conduct and your follow-up after making a poor decision, and your ability to handle sensitive and confidential information.
5. **Resource Management:** the ability to plan, develop, and implement a budget, including cost and expense estimates, budget implementation, and budget evaluation.
6. **Persuasion:** the ability to identify our own opinions and use logic, strategy, and communication to change or shape the opinions and actions of others.
7. **Relationship-building:** the process of creating, developing, and maintaining connections between groups or individuals.
8. **Adaptability:** the ability to deal with ambiguity and cope with a variety of—and often difficult and taxing— situations and kinds of people., while getting the job done and having a healthy, satisfying life.
9. **Reflection and Personal Growth:** the ability to give and accept feedback and reflecting on one’s abilities and accomplishments and developing a plan for improvement.
10. **Initiative:** the ability to take responsibility for originating new projects, ability to think and act without being urged, and the ability to develop new ideas or methods.
11. **Risk-taking:** the willingness to try something new or make a decision without the assurance of success or improvement.

Allen, K.E. (1979). Teaching “life skills’ to student employees, student volunteers and full-time staff. *Programming Magazine*.

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Leadership Management Tools

Leadership Evaluation (Used as Pre-Test)

This tool allows student leaders to assess themselves prior to starting their leadership position. After filling out this form students are able to discover their areas of potential growth and development and can then formulate goals from there.

Goals

This sheet helps student leaders and advisors alike understand what goes into making quality goals that are both concise and attainable. This sheet also allows student leaders to evaluate their progress when it comes to those goals they set in the beginning. What impact did each goal have? What did they learn along the way? Give them an opportunity to rate themselves and then go over these sheets with them.

Leadership Evaluation (Used as Post-Test)

This evaluation form corresponds to the student's progress in developing towards their skills as well as the initial Leadership Assessment. Using the same categories, it allows you to evaluate them on those areas of focus that make or break a good leader.

Advisor Goal Processing

Questions to Ask Student during the goal review meeting:

- What did you do well in addressing this goal?
- How did this goal impacted you?
- How did this goal impacted others?
- What were some successes you experienced?
- What were some mistakes you learned from?
- On a scale of 1 to 10 (1=lowest/10=highest), how well did you do in meeting this goal?
- Why do you think that is?

2011-2012 Advisor Timeline

Sep 19----- Start meeting with Student Leaders to do Self Assessment and Goal #1 Setting. Goal should be created based off the assessment of the 11 Skills.

Sep 30----- Meetings should be finished, and hard copies of materials forwarded to Phillip.

Nov 14 ----- Meet with Student Leaders to review student's success with Goal #1. Encourage them to start thinking of their goal for second semester.

Dec 2 ----- Meetings should be finished.

Jan 16----- Start meeting with Student Leaders to do Goal #2 Setting by utilizing the same goal sheet. Goal should be created based off the assessment of the 11 Skills from the previous semester.

Jan 31 ----- Meetings should be finished.

Apr 2----- Meet with Student Leaders to review student's success with Goal #2. Do the final post assessment with them and process their growth as a Leader

Apr 13 ----- Meetings should be finished hard copies of materials forwarded to Phillip

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Leadership Evaluation

Student Name _____ **Date from** _____ **to** _____

Please evaluate yourself based on the categories below. Use a one to five scale, with one as the lowest and five as the highest. For definitions of the skills refer to the back of this sheet.

Area of Focus	1	2	3	4	5	Comments	Position Related	
Problem Solving							Yes	No
Problem Solving: the ability to solve problems creatively, this includes: identify the real/underlining problem, assess all components of the problem, weigh what is relevant, identify alternatives, and identify a solution.								
Planning and Organization							Yes	No
Planning and Organization: the ability to set goals and coordinate a variety of human and material resources to accomplish these goals.								
Delegating							Yes	No
Delegating: the ability to identify or develop a task, and then share the responsibility, authority, resources, and information needed to accomplish it.								
Decision-making							Yes	No
Decision-making: the ability to evaluate existing information and to be willing and confident enough to make a choice of what should be done, this also includes your conduct and your follow-up after making a poor decision, and your ability to handle sensitive and confidential information.								
Resource Management							Yes	No
Resource Management: the ability to plan, develop, and implement a budget, including cost and expense estimates, budget implementation, and budget evaluation.								
Persuasion							Yes	No
Persuasion: the ability to identify our own opinions and use logic, strategy, and communication to change or shape the opinions and actions of others.								
Relationship-building							Yes	No
Relationship-building: the process of creating, developing, and maintaining connections between groups or individuals.								

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Adaptability							Yes	No
Adaptability: the ability to deal with ambiguity and cope with a variety of—and often difficult— situations and kinds of people.								
Stress Tolerance							Yes	No
Stress Tolerance: the ability to cope with taxing situations, while getting the job done and having a healthy, satisfying life.								
Initiative							Yes	No
Initiative: the ability to take responsibility for originating new projects, ability to think and act without being urged, and the ability to develop new ideas or methods.								
Risk-taking							Yes	No
Risk-taking: the willingness to try something new or make a decision without the assurance of success or improvement.								

Overall Comments:

Possible Areas for Growth:

Student Signature _____

Date _____

Advisor Signature _____

Date _____

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S.M.A.R.T. Goal-Setting Model

S-Specific A goal of graduating from college is too general. Specify how this will be accomplished. (Study hard in order to receive good grades.)

M-Measurable Establish criteria for how a goal is achieved. Measurable does not refer to a timeline; it means determining a way to measure the mentee’s success in completing the long-range goal.

A-Action-oriented Be proactive in taking action that will result in reaching the desired goal.

R-Realistic Strive for attainable goals, considering the resources and constraints relative to the situation.

T-Timely Allow reasonable time to complete each goal, but not so much time that there is a loss in focus or motivation.

(Adapted from *Discovery Focus on Your Values and Accomplish Your Goals*. Franklin Quest, 1996)

Goal Creation

Based off my self-assessment, the skill I want to work on is

1. _____

SMART Goal: _____

In order to complete this goal I will need to achieve these smaller action steps:

1. _____

2. _____

3. _____

4. _____

Was I successful in meeting this Goal? Yes No

Leader

Advisor

Lessons Learned: _____
