

St. Cloud State University

Department of Residential Life

# Student Leadership Development Model

## **Mission of the Department of Residential Life**

The Department of Residential Life works to provide a student centered dynamic living, learning environment that assists community members in achieving a successful academic career, attaining life skills, fostering leadership growth and development, and instilling socially just communities.

## **Vision of the Department of Residential Life**

Residential Life strives to be the heartbeat of community. We are essential to the development of engaged citizens and future leaders.

## **Core Values of the Department of Residential Life**

Collaboration, Inclusivity, Innovation, Learning, Service

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

---

**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:

<b>INDIVIDUAL</b>	<b>GROUP</b>	<b>COMMUNITY</b>
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 is based on seven core values that should be practiced by social change leaders. They are referred to as the Seven C's of Social Change and include:

<b>Individual Values</b>	<b>Consciousness of Self</b>	Awareness of the beliefs, values, attitudes, and emotions that motivate one to take action
	<b>Congruence</b>	Thinking, feeling, and behaving with consistency, genuineness, authenticity, and honesty.
	<b>Commitment</b>	Motivational energy to serve and that drives the collective effort. Commitment implies passion, intensity, and duration.
<b>Group Values</b>	<b>Collaboration</b>	Working with others in a common effort. It constitutes the cornerstone value of the group leadership effort because it empowers self and others through trust.
	<b>Common Purpose</b>	Working with shared aims and values. It facilitates the group's ability to engage in collective analysis of the issues at hand and the task to be undertaken.
	<b>Controversy with Civility</b>	Recognizes two fundamental realities of any creative group effort: that differences in viewpoint are inevitable, and that such difference must be aired openly but with civility.
<b>Community Values</b>	<b>Citizenship</b>	Process whereby the individual and the collaborative group become responsibly connected to the community and the society through the leadership development activity.

CHANGE, of course, is the value "hub" which gives meaning and purpose to the 7 C's. Change, in other words, is the ultimate goal of the creative process of leadership - to make a better world and a better society for ourselves and others.

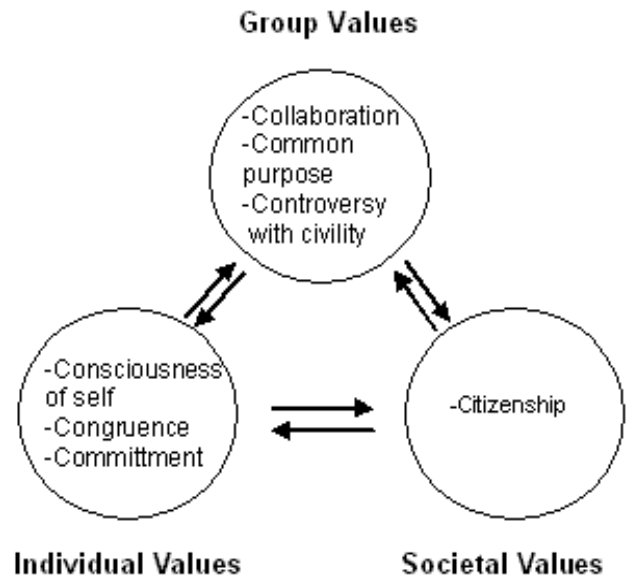
**•St. Cloud State University • Department of Residential Life•  
Student Leadership Development Model**

---

## How does Social Change help develop Student Leaders?

Communities exist throughout the Department of Residential Life in various sizes, configurations, and levels. Our philosophy of leadership is based on the idea that leadership can be learned and that even experienced leaders can continue to learn new concepts.

Leadership is multi-dimensional and is an ongoing process of development and exploration that occurs throughout many student experiences and entities at SCSU. Change or development within a community is caused by action (whether positive or negative). If the designated leaders of a community choose not to act, someone else within the community will. It is important to recognize that the actions of individuals or organizations within a community affect the development (change process) occurring within the community. The little things (conversations, bulletin boards, involvement) matter, as do the more obvious (programming events and team-builders).



Each member of the Residential Life community is an “official” leader in their community regardless of the position held. Everything you do, or do not do, as a member has an impact on the overall development of your community. The Department of Residential Life Social Change Leadership Development Model is the intentional development our students and staff to be more proactive members in their communities. It is out intent to:

- Help students become *Self Aware* and better understand their personal talents, values, interests, and how they relate to the student’s capacity to provide effective leadership.
- Develop tools to and opportunities for students to further understand and develop *Leadership Foundations*.
- Help students understand how their motivation aligns with personal values and how it can benefit *Teamwork*.
- Give “voice” to all involved and work to build a collective vision or common purpose for the community. Help students understand the *Communication* process and its benefits and inherent challenges.
- Allow for healthy disagreement among participants and encourage *Problem Solving and Conflict Management*.
- Promote and provide an *Inclusive* and *Engaging* environment for distinct and *Diverse Communities*.
- Help students understand their *Connection to* not only the Residence Life *Community* but the greater community; and provide opportunities for collaboration.

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

---

**Objectives and Outcomes**

**◆Inspire-Individual Values**

***Self Awareness***

- Identification and understanding of talents, values and interests
- Willingness to learn new skills
- Seeking input
- Appreciation of others/different personality, work leadership styles
- Identifying opportunities for growth
- Modeling appropriate behavior

***Leadership Foundations***

- Understanding theories about leadership
- Articulating leadership style
- Understanding cultural and gender influences on leadership
- Understanding the importance of goals
- Developing personal management skills (time management, stress reduction, organization, relationship development)
- Understanding the importance of scholarship

**◆Challenge-Group Values**

***Teamwork***

- Understanding group dynamics and development; Building a Team
- Working with others toward goals
- Sharing leadership and empowering others
- Developing trust and collaboration

***Communication***

- Motivating and empowering others through writing, speaking, and artistic expression
- Listening effectively
- Maintaining ongoing dialogues with feedback
- Identifying common purpose and shared goals
- Effectively communicating in different settings; Meetings, Presentations

***Problem Solving & Conflict Management***

- Understands dynamics of group decision making
- Gathering information from diverse sources
- Managing and resolving conflict with civility
- Thinking critically
- Openness to change
- Demonstrating empathy and respect for perspectives of others

**◆Connect- Community Values**

***Inclusion & Engagement with Diverse Communities***

- Interacting effectively with people from diverse backgrounds
- Integrating perspectives and experiences of others in group and community decisions
- Demonstrating empathy and respect for others
- Involving diverse individuals and groups in community activities and decisions

***Connection to Community***

- Use ones talents to benefit others
- Demonstrating commitment to community through quality and quantity of interactions
- Recognizing others accomplishments
- Reflecting and reacting to the needs of the community

## **Leadership Management Tools**

The Residential Life Leadership Model was created to help foster and develop leadership skills in student leaders in the Residential Life Community. The following tools listed below in chronological order are designed to help the student and you the advisor/supervisor track the student's strengths, areas of growth, goals and progress throughout the semester/year.

### **Initial Leadership Assessment**

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.

### **The Goal Post**

These simple sheets can be used as individual student leaders set their goals for the semester/year. They are given space to describe each goal and the marker steps that go into the accomplishment of the goal. Spaces for completion dates allow them to keep track of their own progress. And, then, when they meet a goal, encourage them to go over their goal sheet while processing the experience with your student leader.

### **Evaluating... My Goals**

This sheet 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.

### **Achievement Tracking Form**

This form is designed for student leaders to track their own progress during the semester/year. Consider encouraging them to use this form once a month as they look back on their initiatives, accomplishments and other efforts during the time period. Not only will they become more self-aware on an ongoing basis, they'll be ready to evaluate themselves at the semester/year by using the info jotted on this form.

### **Leadership Evaluation**

This evaluation form corresponds to the student's own Achievement Tracking Form 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.

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

**Initial Leadership Assessment**

**Student Name** \_\_\_\_\_ **Date from** \_\_\_\_\_ **to** \_\_\_\_\_

Please evaluate yourself in each of these different areas.

**COM- Competent    POL-Polishing    PRA-Practicing    EXP-Exploring    DIS-Yet to Discover**

	<b>Area of Focus</b>	<b>COM</b>	<b>POL</b>	<b>PRA</b>	<b>EXP</b>	<b>DIS</b>
<b>Self Awareness</b>	I know my personal talents, values and interests					
	I am willing to learn new skills					
	I seek input from others					
	I appreciate others leadership skills					
	I identify opportunities for growth					
	I model appropriate behavior					
<b>Leadership Foundations</b>	I can articulate my leadership style					
	I set goals					
	I am organized					
	I manage my time well					
	I manage stress well					
	I am successful academically					
<b>Teamwork</b>	I can build a team					
	I work with others towards goals					
	I share leadership opportunities with others					
	I collaborate on projects					
<b>Communication</b>	I use encouraging language (OTMs, Vocally)					
	I am an effective listener					
	I am available to others					
	I communicate effectively (Meetings, Presentations)					
<b>Problem Solving &amp; Conflict Management</b>	I utilize the resources available to me					
	I can resolve conflicts when they arise					
	I think critically in different situations					
	I am open to change					
<b>Inclusion &amp; Engagement with Diverse Communities</b>	I interact effectively with others					
	I can work with people who have different personality and work styles					
	I respect other's ideas and opinions					
	I include everyone					
<b>Connection to Community</b>	I react to and know what my community needs					
	I recognize other's efforts					
	I empower others					

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

---

**Goals**

- Broad statements of Direction and Purpose • Very Long Range •
- Not Specifically Measurable or Quantifiable • Always Beyond Reach • In On-Going Process Terms •
- Can Be Revised, Refined and Changed as we Grow and Change •

**GOALS MUST BE...**

- 1. Conceivable:** You must be able to conceptualize the goal so it is understandable and then be able to identify clearly what the first step or two should be toward achieving it.
- 2. Believable:** In addition to being consistent with your personal value system, you must believe you can reach the goal. This goes back to the need to have a positive, affirmative feeling about one's self. Bear in mind that few people can believe a goal they have never seen achieved by someone else. This has serious implications for goal-setting in culturally deprived areas.
- 3. Achievable:** The goal you set must be accomplishable with your given strengths and abilities.
- 4. Controllable:** If your goal includes the involvement of anyone else, you should first obtain the permission of the other person(s) to be involved or the goal may be stated as an invitation.
- 5. Measurable:** Your goal must be stated so it is measurable in time and quantity. For example, suppose your goal was to work on your term paper this week. You would specify your goal by saying, "I am going to write 20 pages by 3:00 p.m. next Monday." That way, the goal can be measured and when Monday comes, you know whether you have achieved it.
- 6. Desirable:** Your goal should be something you really want to do. Whatever your ambition, it should be one that you want to fulfill, rather than something you feel you should do. We are well aware there are many things in life a person has to do. There should be a balance in life, but the "want" factor is vital to changing one's style of living.
- 7. Stated with No Alternative:** You should set one goal at a time. Research has shown that people who say they want to do one thing or another -- giving themselves an alternative -- seldom get beyond the "or." They do neither. This does not imply inflexibility. Flexibility in action implies an ability to be able to make a judgment that some action you are involved in is either inappropriate, unnecessary or the result of a bad decision. Even though you may set out for one goal, you can stop at any point and drop it for a new one. But when you change, you again state your goal without an alternative.
- 8. Growth-Facilitating:** Your goal should never be destructive to yourself, to others or to society.

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

---

**Goals**

- **Conceivable • Believable • Achievable • Controllable • Measurable • Desirable •**
- **Stated with No Alternative • Growth Facilitating •**

My goals as the \_\_\_\_\_ are ....

My goals for the council/group are...

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

---

**The Goal Post**

The Leadership Goals of \_\_\_\_\_

Goal #1

Field Goal: \_\_\_\_\_  
(Description) \_\_\_\_\_  
\_\_\_\_\_

Goal Established On: \_\_\_\_\_

Target Completion Date: \_\_\_\_\_

Markers: 1. \_\_\_\_\_  
\_\_\_\_\_  
2. \_\_\_\_\_  
\_\_\_\_\_  
3. \_\_\_\_\_  
\_\_\_\_\_  
4. \_\_\_\_\_  
\_\_\_\_\_

Completion Date: \_\_\_\_\_

Completion Date: \_\_\_\_\_

Completion Date: \_\_\_\_\_

Completion Date: \_\_\_\_\_

This goal was met on \_\_\_\_\_ to our mutual satisfaction.

\_\_\_\_\_  
Leader

\_\_\_\_\_  
Advisor

Lessons Learned (mistakes made, triumphs, etc.):

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

---

**The Goal Post**

The Leadership Goals of \_\_\_\_\_

Goal #2

Field Goal: \_\_\_\_\_  
(Description) \_\_\_\_\_  
\_\_\_\_\_

Goal Established On: \_\_\_\_\_

Target Completion Date: \_\_\_\_\_

Markers: 1. \_\_\_\_\_  
\_\_\_\_\_  
2. \_\_\_\_\_  
\_\_\_\_\_  
3. \_\_\_\_\_  
\_\_\_\_\_  
4. \_\_\_\_\_  
\_\_\_\_\_

Completion Date: \_\_\_\_\_

Completion Date: \_\_\_\_\_

Completion Date: \_\_\_\_\_

Completion Date: \_\_\_\_\_

This goal was met on \_\_\_\_\_ to our mutual satisfaction.

\_\_\_\_\_  
Leader

\_\_\_\_\_  
Advisor

Lessons Learned (mistakes made, triumphs, etc.):

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

---

**Evaluating... My Goals**

Goal #1:

---

What I did well in addressing this goal:

---

---

---

How this goal impacted me:

---

---

---

How this goal impacted others:

---

---

---

Successes I experienced:

---

---

---

Mistakes I learned from:

---

---

---

On a scale of 1 to 10 (1=lowest/10=highest), how well did you do in meeting this goal? \_\_\_\_\_  
Why?

---

---

---

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

---

**Evaluating... My Goals**

Goal #2:

---

What I did well in addressing this goal:

---

---

---

How this goal impacted me:

---

---

---

How this goal impacted others:

---

---

---

Successes I experienced:

---

---

---

Mistakes I learned from:

---

---

---

On a scale of 1 to 10 (1=lowest/10=highest), how well did you do in meeting this goal? \_\_\_\_\_  
Why?

---

---

---

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

---

\_\_\_\_\_’s Achievement Tracking Form

In order to remain continuously aware of what you are and are not accomplishing within your leadership role, keep track on this achievement form. You’ll be a more self-aware leader as a result.

	<b>Area of Focus</b>	<b>Specific Achievement/Initiative/Attempt</b>	<b>Date</b>
<b>Self Awareness</b>	Comprehension of Personal Talents, Values and Interests		
	Learning New Skills		
	Seeking Input		
	Appreciation of Others Leadership Skills		
	Identifying Opportunities for Growth		
	Modeling Appropriate Behavior		
<b>Leadership Foundations</b>	Articulating Leadership Style		
	Goal Setting		
	Administration & Organization		
	Time Management		
	Stress Management		
	Academic Success		
<b>Teamwork</b>	Building a Team		
	Working with Others Toward Goals		
	Sharing Leadership		
	Collaboration		

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

---

	<b>Area of Focus</b>	<b>Specific Achievement/Initiative/Attempt</b>	<b>Date</b>
<b>Communication</b>	Using Encouraging Language -OTMs -Vocally		
	Listening Effectively		
	Availability & Openness		
	Communicating Effectively -Meetings -Presentations		
<b>Problem Solving &amp; Conflict Management</b>	Utilization of Resources		
	Conflict Resolution		
	Critical Thinking		
	Openness to Change		
<b>Inclusion &amp; Engagement with Diverse Communities</b>	Interacting Effectively Others		
	Working with Different Personality & Work Styles		
	Respecting Others		
	Inclusivity		
<b>Connection to Community</b>	Reacting to Community Needs		
	Recognizing Others		
	Empowering Others		

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

---

**Leadership Evaluation**

**Student Name** \_\_\_\_\_ **Date from** \_\_\_\_\_ **to** \_\_\_\_\_

Please evaluate this student based on the categories below. Use a one to five scale, with one as the lowest and five as the highest.

	<b>Area of Focus</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Comments</b>
<b>Self Awareness</b>	Comprehension of Personal Talents, Values and Interests						
	Learning New Skills						
	Seeking Input						
	Appreciation of Others Leadership Skills						
	Identifying Opportunities for Growth						
	Modeling Appropriate Behavior						
<b>Leadership Foundations</b>	Articulating Leadership Style						
	Goal Setting						
	Administration & Organization						
	Time Management						
	Stress Management						
	Academic Success						
<b>Teamwork</b>	Building a Team						
	Working with Others Toward Goals						
	Sharing Leadership						
	Collaboration						

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

---

	<b>Area of Focus</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Comments</b>
<b>Communication</b>	Using Encouraging Language -OTMs -Vocally						
	Listening Effectively						
	Availability & Openness						
	Communicating Effectively -Meetings -Presentations						
<b>Problem Solving &amp; Conflict Management</b>	Utilization of Resources						
	Conflict Resolution						
	Critical Thinking						
	Openness to Change						
<b>Inclusion &amp; Engagement with Diverse Communities</b>	Interacting Effectively Others						
	Working with Different Personality & Work Styles						
	Respecting Others						
	Inclusivity						
<b>Connection to Community</b>	Reacting to Community Needs						
	Recognizing Others						
	Empowering Others						

Overall Comments:

Possible Areas for Growth:

Student Signature \_\_\_\_\_  
 Advisor Signature \_\_\_\_\_

Date \_\_\_\_\_  
 Date \_\_\_\_\_