

Integrating Leadership Theories:

A comprehensive approach to student
leadership development

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Learning Objectives

- Recognize the benefits of integrating multiple theoretical perspectives into one comprehensive program.
- Identify a step-by-step process to choose, integrate and utilize theory that will be most effective for your individual institution.
- Translate theory into practical leadership development experiences for a diverse group of students.

Gallery of Theory

Discuss a particular theory with a small group of people, answering the following question:

What are the highlights of this theory that make it relevant to learning on a college campus?

Using your marker, write highlights of this theory on the paper as succinctly as possible.

Theory Matching

Consider what is important to your institution

Mission

Concordia College Mission

To influence the affairs of the world by sending into society thoughtful and informed men and women dedicated to the Christian life.

Student Affairs Division Mission

The student affairs division engages and supports students in a transformative learning experience that empowers them to influence the affairs of the world.

Theory Matching

Consider what is important to your institution

Strategic Plan

Strategic Plan - Key Initiative #2

Develop leaders of uncommon accomplishment and uncommon service to church and society.

Theory Matching

Consider what is important to your institution

Learning Goals

Goals for Liberal Learning

1. Instill a love of learning
2. Develop foundational skills and transferrable intellectual capacities
3. Develop an understanding of disciplinary, interdisciplinary, and intercultural perspectives, and their connections
4. Cultivate an examined cultural, ethical, physical, and spiritual self-understanding
5. Encourage responsible participation in the world

Theory Matching

Consider what is important to your institution

Core Curriculum Theme

“Becoming responsibly engaged in the world”

Theory Matching

Consider what is important to your institution

Campus Culture & Values

- *Emphasis on involvement and service-learning*
- *Concept of vocation*
- *Holistic approach to learning*
- *Global perspective*

Theory Matching

Consider what is important to your institution

Needs

- Efficiency
- Training for student leaders

Theory Matching

Consider what is important to your institution

Student Body

- *Experienced in service and leadership*
- *Large number of international students*
- *Middle-class, privileged households*

Theory Matching

Consider what is important to your institution

- **Mission**
- **Strategic Plan**
- **Learning Goals**
- **Curriculum Theme**
- **Campus Culture & Values**
- **Needs**
- **Student Body**

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TRANSLATION: GRADS WHO ARE _____

- Influential
- Engaged globally
- Accomplished leaders
- Focused on service
- Understand themselves
- Able to appreciate and integrate differing perspectives
- Realize learning is a lifelong process

THEORY CHOICES

Social Change Model of Leadership Development
(HERI, 1996)

Leadership Identity Development Model
(Komives, et. al. 2005)

Developmental Model of Intercultural Sensitivity
(Bennett, 1993)

Where's the Overlap?



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| | | | |
|---|---|--|---|
| Social Change Model | Personal Values | Group Values | Societal / Community Values |
| Leadership Identity Development Model | Awareness & Exploration / Engagement Stages | Leader Identified & Leadership Differentiated Stages | Generativity & Internalization / Synthesis Stages |
| Developmental Model of Intercultural Sensitivity | Denial & Defense | Minimization & Acceptance | Adaptation & Integration |

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Putting Theory into Practice

Determine
overlap

Write
learning
outcomes

What &
how to
teach



Sample Learning Outcomes

- Identify and articulate 3-5 personal gifts, strengths, talents, abilities, or qualities.
- Define and recognize a crucial conversation
- Describe how this experience affected the way you will interact with the world, how you think about it and the people that live in it (*Service Experience*)
- Articulate a definition of privilege and power
- Describe how the agency/organization contributes to larger social change (*Service Experience*)

What and How?

- How do students learn?
- What are our values regarding student learning?

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- *Experiential learning*
- *Service-learning*
- *Reflection*

LeadNow™

Program Values

- Every person has a unique capacity for leadership
- Leadership is both positional and non-positional
- Leadership is collaborative and service-oriented
- Leaders effect change and work for the common good
- Leadership requires intercultural competence

LeadNow™

Key Program Elements

- Three certifications
- Ongoing reflection
- Service-learning
- Assessment ~ faculty connection

Steps to Integrate Theory

1. Brainstorm (and/or research) theories
2. Identify benefits of each theory
3. Match the benefits of each theory with the mission, goals and needs of your institution
4. Choose those theories that best match
5. Discern any overlap in theory
6. Write learning outcomes
7. Design experiences to meet outcomes that will appeal to a diverse student population

Resources

Bennett, M.J. (1993). Towards ethnorelativism: A developmental model of intercultural sensitivity. In M. Paige (Ed), *Education for the intercultural experience*. Yarmouth, ME: Intercultural Press.

Evans, N., Forney, D., & Guido-DiBrito, F. (1998). *Student development in college: Theory, research and practice*. San Francisco: Jossey-Bass.

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Komives, S.R., Owen, J.E., Longerbeam, S.D., Mainella, F.C., & Osteen, L. (2005). Developing a leadership identity: A grounded theory. *Journal of College Student Development*, 46(6), 593-611.

Rooney, G.S., Panke Makela, J. (2008 , March 9) Writing and integrating effective learning outcomes. Pre-Conference workshop presentation, NASPA National Conference. Boston, MA.