

Grounded Theory Model of High Quality Leadership Programs

Program Assessment & Action Idea Worksheet

1. How strongly is this attribute enacted in your program or leadership development effort? Rate it.
2. What are more specific actions to take to enact this attribute at your setting innovate your leadership development efforts?

Cluster I: Participants Engaged in Building and Sustaining a Learning Community		
Attribute	Actions	Assessment & Key Actions to Take
1. Diverse and engaged students	<ol style="list-style-type: none"> 1. Programs utilize an application and selection procedure to select students who are interested in their own and others' development and will be committed to engaging fully in the program. 2. Programs recruit from many sources and bring together a mix of students from a variety of backgrounds to create a diverse learning community. 	1 2 3 4 5
2. Experienced and committed practitioners	<ol style="list-style-type: none"> 1. Programs hire student-centered educational practitioners as teachers and administrators to facilitate students' leadership development. 2. Programs create opportunities for leadership practitioners from a variety of fields and careers to serve as guest leaders, sharing their experiences through panels, discussions, and conversations with students. 	1 2 3 4 5
3. Educators model leadership and support	<ol style="list-style-type: none"> 1. Educators reduce status differences, are open and accessible, empower students, demonstrate integrity, care, and model exemplary leadership practice through their interactions with students. 2. Educators tell their stories, share real experiences, and ask thought-provoking questions. 3. Educators mentor and support students outside of program meetings. 	1 2 3 4 5
4. Participants unite through small groups	<ol style="list-style-type: none"> 1. Programs make the large learning community enrollment smaller through a structure that places students within smaller groups in the program. 2. Programs allow students to shape and share in a group identity and work together to develop the small group, cluster, or team to which they belong. 3. Programs utilize the small group as a laboratory to learn about leadership where students teach each other, engage in activities, work on projects, overcome challenges, and bond through developing as a team. 	1 2 3 4 5

<p>5. Participants foster a culture of challenge and support</p>	<p>1. Participants challenge each other to risk and learn from mistakes, ask difficult questions, and think for themselves all within a safe encouraging atmosphere.</p> <p>2. Practitioners set community standards and encourage participants to be approachable, encouraging, and willing to help fellow participants outside of the program as well as within.</p>	<p>1 2 3 4 5</p>
<p>6. Participants cultivate one-on-one relationships</p>	<p>1. Programs facilitate participants giving and receiving feedback to one another in critical instances after they have had time observing each other's leadership style.</p> <p>2. Programs utilize a wide variety of teambuilding activities and structures at the beginning of the program and throughout to allow participants to meet and connect on a one-to-one basis.</p>	<p>1 2 3 4 5</p>

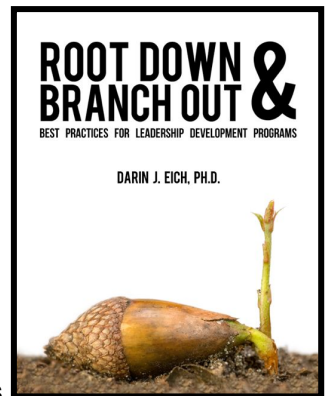
Cluster II: Student-Centered Experiential Learning Experiences

Attribute	Actions	Assessment & Key Actions to Take
<p>7. Students practice leadership individually and collectively</p>	<p>1. Programs engage students in practicing the leadership skills and concepts they are learning through group development processes within the program, in class projects, and with individual leadership plans.</p> <p>2. Programs engage students in practicing leadership in various out-of-class projects.</p> <p>3. Programs engage students in practicing leadership through assuming positions and roles within the program to share responsibility in operating the program and teaching fellow students.</p> <p>4. Programs create opportunities for students to become involved in tangible ways outside of the program in the community, campus, and within other organizations.</p>	<p>1 2 3 4 5</p>
<p>8. Students engage in reflection activities: Connecting leadership theory, their experiences, and themselves</p>	<p>1. Programs engage students in written reflection activities in the form of journals, essays about readings, and other projects.</p> <p>2. Programs engage students in verbal reflection in reaction to discussions, questions posed, and current events.</p> <p>3. Programs formally engage students in completing vision and goal setting activities, and other projects which personalize concepts to the individual.</p>	<p>1 2 3 4 5</p>

<p>9. Students apply leadership concepts to themselves in meetings</p>	<p>1. Programs engage students in a variety of curricular activities designed to help them gain a greater understanding of themselves, including personality, strengths, style, skills, and values assessments.</p> <p>2. Programs engage students in simulations to give them practice with specific leadership skills, including strategic planning, ethics, and decision-making.</p>	<p>1 2 3 4 5</p>
<p>10. Students make leadership meaning through dialogue and discussions</p>	<p>1. Programs engage students in group discussions, debriefings, and dialogues stimulated by events, activities, readings, and presentations.</p> <p>2. Programs engage students in making meaning and connections to readings through discussing their out-of-program experiences.</p>	<p>1 2 3 4 5</p>
<p>11. Students encounter episodes of difference: Contexts, people and ways of leading</p>	<p>1. Programs expose students to different situations, contexts, cultures, groups, and people through their stories and program activities.</p> <p>2. Programs give students opportunities to practice new leadership roles and engage with others with different leadership styles.</p>	<p>1 2 3 4 5</p>
<p>12. Students engage in service: Society, community, institution, and program</p>	<p>1. Programs provide opportunities for students to practice leadership and learn through service learning in groups and individually.</p> <p>2. Programs expose students early to a wide breadth of multiple service sites, people, and organizations.</p> <p>3. Programs allow students to have increasing responsibility and devote significant time for in depth service to the site they are most interested in or the cause they are most passionate about.</p>	<p>1 2 3 4 5</p>
<p>13. Students engage in self-discovery through retreats</p>	<p>1. Programs bring groups of students away from the routine of the campus and program for an accelerated and in depth exploration of themselves, their fellow participants and leadership.</p> <p>2. Programs use alternative, group based, and experiential teaching methods such as a ropes courses, challenges, or intense exploration into a particular theme or issue.</p>	<p>1 2 3 4 5</p>

Cluster III: Research Grounded Continuous Program Development

Attribute	Actions	Assessment & Key Actions to Take
<p>14. Flexible program design to accommodate student interests</p>	<p>1. Programs consist of a variety of themes, service sites, group & individual project choices, and team memberships to allow students to choose their leadership context and skills to develop.</p> <p>2. Programs incorporate a wide variety of different delivery methods to appeal to different student learning styles.</p> <p>3. Programs integrate the various components students can choose into a common, coherent, larger whole curriculum that students experience in unique ways.</p>	<p>1 2 3 4 5</p>
<p>15. Content anchored in modeled leadership values</p>	<p>1. Program content is developed and offered based on previously established desired leadership development outcomes for the students.</p> <p>2. Programs explicitly state the mission and values of the program and model the values through the curriculum and participant action.</p> <p>3. Programs develop content that infuses student leadership and college student specific issues to make the curriculum real and have utility for the individual student.</p>	<p>1 2 3 4 5</p>
<p>16. Systems thinking applied for constant program improvement</p>	<p>1. Programs are developed utilizing current leadership, student development, leadership development, curriculum, teaching & learning, quality program development, and education research and models.</p> <p>2. Program improvement is continual and both practitioner and student led, involving multiple assessment and feedback systems.</p>	<p>1 2 3 4 5</p>



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