




SECOND EDITION

THE HANDBOOK FOR

**STUDENT
LEADERSHIP
DEVELOPMENT**



Susan R. Komives · John P. Dugan · Julie E. Owen
Craig Slack · Wendy Wagner · and Associates


The Handbook for Student Leadership Development

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Second Edition

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About the National Clearinghouse for Leadership Programs

THE NATIONAL CLEARINGHOUSE for Leadership Programs (NCLP) provides a central clearinghouse of leadership materials, resources, and assistance for leadership educators. NCLP members receive publications, access to Web resources, consultation assistance, and networking opportunities with other professionals engaged in leadership education with a focus on college students. The NCLP supports cutting-edge research on leadership development and the dissemination of knowledge through a member listserv, Web site, institutes, symposia, and high-quality publications. The diversity of leadership programs in higher education and the dynamic nature of the subject challenges student affairs educators and faculty to continually create and refine programs, training techniques, and contemporary models to fit the changing context of leadership education. The NCLP exists to help meet that challenge.

The NCLP is also excited about recent products associated with the Social Change Model of Leadership Development, including the SRLSonline, the Multi-Institutional Study of Leadership, and the student textbook, *Leadership for a Better World*. Various activities to advance student leadership are shared on an NCLP wiki site. For more information on these and other resources, visit www.socialchangemodel.org.

The NCLP is proud of this publication, *The Handbook for Student Leadership Development* (second edition), as it complements other NCLP resources related to leadership education. The development and implementation of leadership programs on campus enriches communities and changes the world. Thank you for using this book as a resource as you embark on that endeavor. Visit www.nclp.umd.edu for more information on the NCLP and leadership education products.

Craig Slack
NCLP Director

Dr. Susan R. Komives
NCLP Research and Scholarship Editor

Foreword

Dennis C. Roberts

THE HANDBOOK FOR *Student Leadership Development* (second edition) comes at an important moment in the history of higher education. It punctuates our consideration of leadership at a time learning as we know it is being recalibrated through the use of more effective pedagogies of teaching and as our awareness of the diversity of the human experience deepens. This recalibration will help leadership educators as they seek to be more effective in serving the needs of prospective employers and communities and as our world continues to shrink. Susan Komives and her collaborating editors and authors capture a vast array of information that can be read as background when designing or revising student leadership programs, and the *Handbook* is likely to become a resource that will be consulted when questions arise about how your effectiveness in cultivating leadership among your students can be enhanced.

Details flooded my memory as I read the chapters included here. The memories began with the group formed by the American College Personnel Association's (ACPA) Commission IV Leadership Task Force in 1976 to explore what was happening in cocurricular leadership programs of that day. The work of the task force and publication of its recommendations on how to formulate comprehensive leadership strategies in *Student Leadership Programs in Higher Education* (Roberts, 1981) started by challenging the "star" system of leadership identification and support. The 1960s and 1970s were a time when many systems were being challenged, especially in relation to broadening participation in education and fostering more democratic forms of learning in the academy and society at large. To its credit, the ACPA Commission IV Task Force recognized that the star system had to change, and it took on the challenge of describing how that might be done.

Student Leadership Programs in Higher Education (Roberts, 1981) and the second edition of the *Handbook* are synchronous and evolutionary. Both propose that there are three broad areas where multiple approaches are required in order to achieve comprehensiveness: purposes, strategies, and populations. So much more detail is possible in 2010, primarily because of the seriousness with which so many leadership educators have taken their work in the years between 1981 and now. But the point is still the same: moving from a “star” or privileged leader perspective can be accomplished only if the multiple purposes of training, education, and development are reflected in our work; multiple strategies as varied as student organization experiences, courses, living groups, service, study abroad, and more are available; and the breadth of multiple student populations and their special needs are addressed in the comprehensive program.

Some of the notable additions that the second edition of the *Handbook* makes to the core assumptions of comprehensive leadership programs advocated in 1981 include the importance of coupling student engagement and leadership, blurring the distinctions among various types of leadership educators, using the exploration of diversity to enhance leadership insight, assessing progress and outcomes in leadership learning, and seeing the power of the institutional environment as a source of learning about leadership. The blind spot of those of us who worked during the early days of leadership learning was that we didn’t realize that this work had to include both in- and out-of-class opportunities. It’s hard to say why the broader emphasis on leadership throughout all students’ experiences was neglected. It was probably the result of student affairs practice that differentiated the roles and purposes of faculty in the classroom and student affairs staff in residence halls, student organizations, sports, and leadership. As considerable research has now confirmed, and professional association statements have articulated, there is too much to be gained by reintegrating students’ in- and out-of-class experiences; the second edition *Handbook* makes this clear, as do my own updated perspectives recently published in *Deeper Learning in Leadership: Helping College Students Find the Potential Within* (Roberts, 2007).

As you delve into the important ideas in the following pages, perhaps acknowledging areas where your work in the future could help drive leadership learning even deeper would be useful. I start with an assumption that all the authors represented here have contributed their best thinking and that they have given nothing but the highest quality in their effort. However, there are always opportunities to push further, and three specific areas that I propose could benefit from additional attention and critical

analysis follow. The first area is building full, complete, and mutual partnerships. As I've indicated, faculty and student affairs partnerships are critical; while significant advances are offered in the new *Handbook*, more ideas and strategies will be required in order to reach our full potential. And the partnerships need to broaden to include communities outside higher education; most specifically, prospective employers have to be embraced as major stakeholders.

The second area relates to inclusivity. Inclusive practice is advocated throughout the chapters; however, most of these references are confined to the North American context. One of the more debilitating outcomes of the "post-September 11, 2001" and 2007 recession era has been the inner-focused attention of some U.S. citizens. If higher education's focus on engaged learning and leadership began including the broader diversity of our world, perhaps a new globally inclusive, integrated, and mutually beneficial perspective would emerge.

The third gap area is in the critical role of collaborators. Most leadership research and theory, even if focused primarily on positional leaders, recognizes that leaders have to have others who are willing to work with them or follow them. The question is, have we looked carefully enough into honoring the critical importance of collaborators and have we especially considered the vulnerability that we frequently have when followers and collaborators lack the strength to contradict, stand up against, and to offer alternatives to toxic and manipulative leadership? Partnerships, inclusivity, and collaborators who counter bad leaders—perhaps these are the scaffolding for the future as the many wonderful ideas documented in the second edition *Handbook* find a place in the important work of leadership learning.

"Leadership development—a challenge for the future" (Roberts, 1981) described conditions of the day that would require "a leader who knows self well; can analyze and diagnose environments; is able to be flexible and appropriately adapt to the situation; and who, in the end, has the foresight and imagination to see what the organization can be" (p. 212).

Little has changed from this perspective, other than the crushing realization that the world in which we live in 2010 is even more complex than in 1981. With the dedication of leadership educators around the globe, the complexity of the 21st century can be addressed, and I have overwhelming confidence that we have the conviction to do what needs to be done. To be effective, we need only act on our conviction in ways that communicate to others that we value their inclusion, remain open to other emerging possibilities, and model the integrative learning that we know our students will have to exhibit in order to be successful in their work.

The Handbook for Student Leadership Development (second edition) provides a substantive and potentially transforming compilation of resources for your use. In some ways it is remarkable that higher education's focus on leadership in and out of class has come so far that this compilation is even possible. As several of the authors of these chapters have noted, our knowledge is still incomplete. If the graduates of colleges and universities around the world are to recognize their capability and be willing to serve in leadership roles far, wide, and deep, leadership educators must continue to exhibit critical thought about the content of leadership and must be role models of growing self-awareness that will allow new horizons to be broken in the coming years.

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- Roberts, D. C. (2007). *Deeper learning in leadership: Helping college students find the potential within*. San Francisco, CA: Jossey-Bass.

Preface

SINCE THE EARLY 1990s, the field of leadership studies has expanded, campus leadership programs have multiplied across institutional types, standards of practice have been developed, and professional associations and colleges have asserted that leadership is a desirable college outcome. Scholars have developed models of leadership, and researchers have studied developmental processes and the college experiences that contribute to increasing complexity in capacities and the internal belief systems that inform them. Leadership educators, however, continue to seek useful materials to inform the design and implementation of effective campus leadership programs.

In 2006, the National Clearinghouse for Leadership Programs (NCLP) addressed the need for program design materials with the first edition of *The Handbook for Student Leadership Programs*. This practical handbook addressed the growing emphasis on theory and research, outcomes and assessment, curricular and cocurricular programs, pedagogical strategies with a focus on diverse student populations, as well as funding and evaluating leadership programs.

Building on the positive reception received from the first edition, NCLP has partnered with Jossey-Bass to publish this enhanced version of the *Handbook*. The editors consulted over a dozen leadership education experts in the redesign of *Handbook* content. Their contributions are acknowledged at the end of the Preface.

Purpose of the Book

This *Handbook* was developed to provide a practical and applied approach to the development of leadership programs that are theoretically grounded and evidence based. Our friend and leadership scholar Gil Hickman in the

Jepson School of Leadership Studies at the University of Richmond wisely called these leadership educators—“pracademics.” The *Handbook* redesign supports these scholar-practitioners in their noble work.

We hope our colleagues in student affairs divisions will find this *Handbook* useful, whether they are beginning a new program, redesigning a targeted program, or enhancing their complex and sophisticated programs. We suggest that new leadership educators read this *Handbook* front to back to obtain foundational frameworks in leadership and designing leadership programs and then practical applications for those programs. The *Handbook* also serves as a manual for more seasoned leadership educators who want more information on a vast array of topics linked to program management, such as seeking external funding or assessment. We also encourage all readers to join the NCLP (www.nclp.umd.edu) and share their best practices to continue the evolution of quality leadership programs for students.

Philosophy of the Book

There are a plethora of philosophies and frameworks for teaching leadership. We encourage readers to explore several when they develop new campus programs. This book espouses a distinct philosophy in concert with student affairs principles and perspectives. Although many of the resources in this book could be useful despite the models an individual campus may adopt, our underlying premise includes the beliefs that:

1. Leadership can be learned.
2. Leadership capacity is a developmental process.
3. All students can develop leadership.
4. Institutions must seek to develop leadership capacity in all students.
5. Relational, ethical approaches to leadership should be central to college programs.
6. Diverse strategies and diverse approaches for diverse students are essential.
7. Intentional design and assessment of student leadership programs is critical.

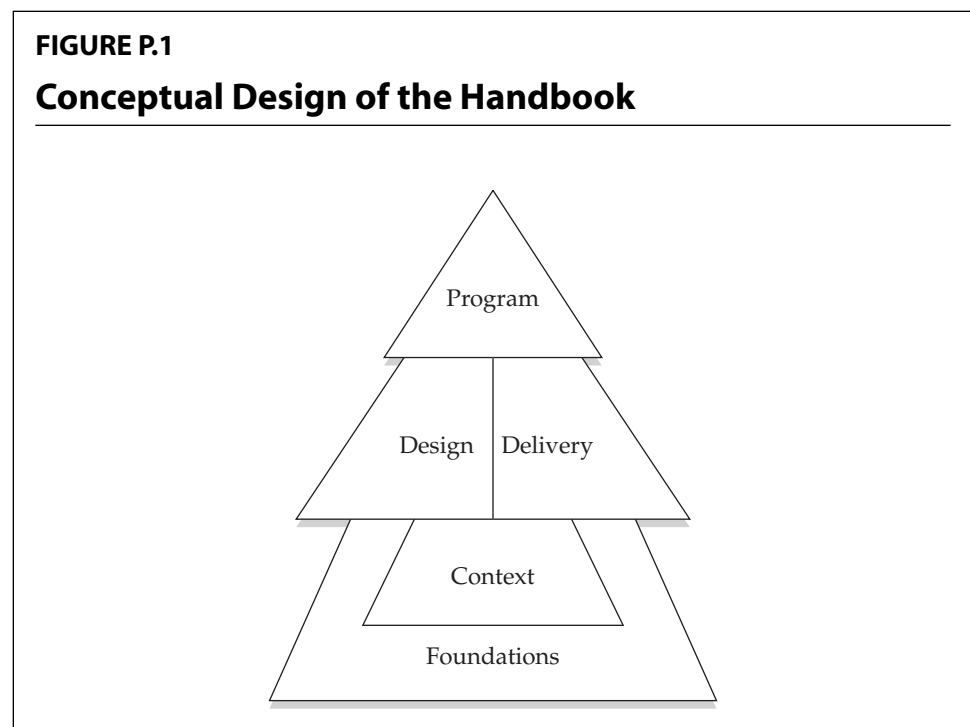
This *Handbook* focuses on *college student leadership education*, referring to the scholarship and practices that are applied to the intentional development of leadership capacity in students. The *Handbook* does not explore the evolution of *leadership studies*, meaning the academic study of leadership

as a discipline or in the various disciplines in which leadership is also situated. The intersections of these domains, however, are noted on occasion throughout the *Handbook*.

Organization of the Book

This expanded version of the *Handbook* incorporates the latest scholarship, theory, and research to guide intentional practice in developing college student leadership. Several authors from the first edition have updated their chapters, other chapters have been redesigned, and there are completely new chapters.

Chapter 1 (Advancing Leadership Education) grounds the context of student leadership education in higher education by tracing key historical developments and recent trends that have led to a professionalization of the field of leadership education. The chapter identifies current issues and needs in the field of leadership education. Following the introductory chapter, the *Handbook* is organized into four parts focusing on foundations of leadership education, program design, program context, and program delivery (see Figure P.1).



Part 1 (Foundations of Leadership Education) is comprised of four chapters. Chapter 2 (Leadership Theory) is a complete revision of the chapter from the first edition and presents an overview of the evolution of leadership theory including the paradigm shift that led to collaborative, postindustrial theories. The chapter takes a social justice approach to examining leadership theory and focuses on theories or models used in the student leadership development context, such as the relational leadership model (Komives, Lucas, & McMahon, 2007), the social change model of leadership development (Higher Education Research Institute, 1996; Komives & Wagner, 2009), the leadership challenge (Kouzes & Posner, 2007), and others. Chapter 3 (Research on College Student Leadership Development) is a chapter new to this edition that complements the theory chapter by exploring what is empirically known about college student leadership development. The chapter draws on a wide range of research (e.g., Kellogg studies, Cooperative Institutional Research Program [CIRP] databases, the Multi-Institutional Study of Leadership, and the Wabash National Study of Liberal Arts Education) to identify patterns of influence that emerge across studies and represent the most potent variables in shaping college student leadership development. This includes an examination of how key demographic characteristics may influence the ways students perceive leadership and what contributes to their leadership development. Significant attention is directed at exploring how dimensions of the college environment (e.g., institutional characteristics, programs, services) influence leadership development, including recommendations for research and practice. Chapter 4 (Considerations of Student Development in Leadership) is a new chapter that describes how the scholarship and literature on student development theory should ground the leadership educator's work in designing leadership programs. Using the leadership identity development model as a unifying theme, the intersections of interpersonal and intrapersonal development, identity development, and cognitive development are described. The chapter also addresses the appropriate use of developmental theory in creating learning environments that meet students at their current levels of readiness for thinking about and involvement in leadership, prepare them for more complex thinking and engagement, and challenge them to reach more complex levels of leadership practice. Chapter 5 (Considerations of Student Learning in Leadership) is the final chapter in the foundations part of the *Handbook*. This chapter is a major reframing from that in the first edition of the book and presents overviews and key models on how students learn, including Kolb's (1984) experiential learning model and Baxter Magolda's (2002) learning partnership model. It sets the foundation

for structuring leadership programs characterized by deep learning and developmental outcomes.

Part 2 (Program Design) includes four chapters that draw upon content from the foundations chapters to examine contextual applications in building a cohesive, evidence-based, and effective leadership program. Chapter 6 (Establishing and Advancing a Leadership Program) is a critical new chapter that serves as a practical guide to using strategic planning processes and the Council for the Advancement of Standards in Higher Education resources to establish and sustain a leadership program. The chapter emphasizes the significant role of mission and shared purpose in program design. It also explores dimensions of change processes to guide campus adoption of new leadership initiatives. It addresses institutional type differences (e.g., historically Black colleges and universities, community colleges) and provides examples of the processes and outcomes through which various campuses chose models or philosophies as building blocks for their leadership programs. Chapter 7 (Inclusive Design) is a new chapter that supports the premise that the increasingly diverse context of higher education and student affairs practice requires leadership educators to consider principals of universal design that allow for the greatest degree of access to programs and services. The chapter addresses ways in which social justice, application of multicultural design principals, and knowledge of social identities can be used as framing tools to increase the accessibility of leadership content to the broadest possible cross-section of students. Chapter 8 (Assessment and Evaluation) is a revision of the chapter in the first edition, exploring resources for both individual and programmatic assessments. The chapter presents assessment models and practical, uncomplicated strategies for using both quantitative and qualitative methods to enhance the quality and effectiveness of educational interventions and trainings. Chapter 9 (Funding Leadership Programs) is a revision from the first edition that examines the process of grant acquisition to support leadership programs. It presents sources of funding with a focus on foundation grants. It also includes internal funding sources such as student fees, fundraisers, and cosponsorship of programs. The chapter from the first edition is updated to include a grant proposal that users can use as a template for the development of their own proposals.

Part 3 (Program Context) builds upon Parts 2 and 3 by examining how contextual dimensions of campuses should inform the design and delivery of leadership development programs. Chapter 10 (Formal Leadership Program Models) is a revision from the first edition. This chapter includes an updated model to guide program structure and process considerations

for implementation that take into account distinctions between comprehensive and integrative approaches. Additional material addresses program design for key audiences (e.g., commuters, transfer students, graduate and professional students, international students, community college students, and adult learners). Chapter 11 (Curricular Programs) is a revision and expansion of the same chapter from the first edition. The chapter includes considerations for the design of an introductory leadership course, including content, elements in a syllabus, and processes for institutional approval. Sample course proposals and syllabi appear as resources. The chapter adds a more thorough treatment of designing and seeking approval for leadership certificates, leadership minors, and leadership majors. Chapter 12 (Cocurricular Programs) is also a revision from the first edition. The chapter explores student involvement and student engagement in the cocurriculum specifically in student organizations. It advocates for academic affairs and student affairs partnerships. The chapter summarizes key cocurricular functions and the ways leadership development can serve as a base for partnerships across campus. It presents key formats used in cocurricular leadership programs such as retreats, conferences, and various approaches to training and includes leadership practices in diverse student affairs functional areas.

Part 4 (Program Delivery) builds upon prior parts through the examination of unique considerations in the delivery of leadership development programs. Chapter 13 (Powerful Pedagogies) is a new chapter that consolidates materials that appeared throughout the first edition. It identifies powerful pedagogies that are defined as high-impact learning strategies proven to make a difference in building students' leadership capacities. Examining both the pedagogy and platforms for delivering them, the chapter explores topics such as mentoring and advising, peer education, experiential learning, sociocultural conversations, immersion programs, service learning, community-based research, contemplative practice/critical reflection, and opportunities for increasing self-awareness. Chapter 14 (Considerations for Culture and Social Identity Dimensions) is a revision of the same chapter from the first edition. The chapter expands to include additional social identities and a greater breadth of literature and resources related to student subpopulations. It includes a new section on cross-cultural applications and reflects an overarching shift in focus from covering student subpopulations from an essentialist perspective to examining the unique experiences and needs of students using a social justice lens. Part 4 concludes with Chapter 15 (Contemporary Topics in Leadership). In this chapter, the editing team and chapter authors have deliberated and carefully selected topics that are

often connected with leadership in current scholarship and practice. These topics include emotional intelligence, ethics, spirituality, civic and community engagement, positive psychology, integrative and interdisciplinary learning, and global leadership. Each topic is presented with an overview, select resources, learning objectives, and suggested assignments. Activities for these topics appear in the NCLP wiki.

The *Handbook* concludes with an Epilogue. The epilogue addresses the reader as a leadership educator and discusses the importance of modeling and mentoring, self-reflection, and includes tips and resources for teaching.

Acknowledgments

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We are particularly grateful to the many members of the NCLP, American College Personnel Association's Commission on Student Involvement, and National Association of Student Personnel Administrator's Student Leadership Knowledge Community who shared their thoughts on needed elements for this second edition. Special thanks to the leadership educators who readily responded to our invitation and reviewed the first edition and sent us such helpful specific feedback, including Aaron Asmundson (University of Minnesota), Richard Couto (Union Institute and University), Beverly Dalrymple (Florida International University), William Faulkner (NOVA Southeastern), Cheryl Jenkins (Meredith College), Jan Lloyd (Florida Southern University), Jessica Manno (Lehigh University), Nancy Mathias (St. Norbert College), June Nobbe (University of Minnesota), Angela Passarelli (Case Western Reserve University), Rueben Perez (University of Kansas), and Kathy Shellogg (Nebraska Wesleyan University). The reviewers assigned by Jossey-Bass were also exceptionally helpful. Our significant gratitude to Loyola University Chicago graduate students Mike Beazley, Michele Mackie, Ana del Castillo, Diana Chavez, and Cori Kodama who assisted us in the management of the project. A very special thanks to University of Maryland doctoral student and NCLP graduate coordinator, Kristan Cilente, who assisted us with every step of the process, as well as Josh Hiscock, who assisted with book production.

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As an editorial team, we appreciate and acknowledge the truly collaborative work of our team at every stage of the process. We treasure each other. It is comforting to know that the leadership principles we value and advance served us well as we worked together toward the completion of this book.

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