



# Leadership Conversations with Students

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*Division of Student Affairs*

*Summer Advisor & Supervisor Symposium*

## Presentation Outcomes



Participants will...

- Understand the importance of having conversations with students related to leadership and how those conversations have both an immediate and long-term impact.
- Engage in discussion and learn examples of how their colleagues facilitate leadership conversations.
- Be introduced to components of successful leadership conversations.

## Flow



- Why is this important?
  - Immediate impact
  - Long-term impact
- Presenters' Examples
- Participants' Examples
- What Matters
- Connections
  - High Impact Practice Elements and Deep Learning

## Why is this important?



- IMMEDIATE IMPACT
  - Provides common framework and language
  - Connects theory to practice
  - Prepares students for growth in leadership roles
  - Highlights importance of peer leadership
  - Contextualizes students' experiences

## Why is this important?



- LONG-TERM IMPACT
  - Personal development
  - Professional development
  - Talent x **Investment** = Strengths
  - Lifelong learning

## What We Do




### Leadership in Action

- Professional
- Role and skill development
- More structured

### Leadership in Theory


- Personal
- Self and affect development
- More reflective

# Leadership in Action




## Extended Orientation Director Curriculum Timeline

Tentative Fish Camp & ATC 2014 Directors



|   |   |
|---|---|
| <p><b>I. October 2013</b></p> <p>a. Friday, Saturday, Friday, October 11<sup>th</sup>, 12<sup>th</sup>, 18<sup>th</sup> – EOLI Fall Training Weekends</p> <p>b. <b>Camp Conversation (CC)</b></p>                                       | <p><b>IV. JANUARY 2014</b></p> <p>a. Tuesday, Wednesday, Thursday, January 7<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup> – EOLI Spring Trainings</p>   |
| <p><b>II. November 2013</b></p> <p>a. Week of Nov. 4<sup>th</sup> or 11<sup>th</sup> – Pre-Expectations Meeting</p> <p>b. Friday, November 22<sup>nd</sup> – <b>Pre-Evaluation</b> completion date</p> <p>c. Camp Conversation (CC)</p> | <p><b>V. FEBRUARY 2014</b></p> <p>a. <b>Camp Conversation (CC)</b></p>  |
| <p><b>III. December 2013</b></p> <p>a. Director Retreats (or in early January)</p> <p>b. <b>Camp Conversation (CC)</b></p>  | <p><b>VI. MARCH 2014</b></p> <p>a. Friday, March 7<sup>th</sup> – <b>Mid-Evaluation</b> completion date</p> <p>b. <b>Camp Conversation (CC)</b></p>   |
| <ul style="list-style-type: none"> <li>• Pre, Mid, Post Evaluation</li> <li>• Camp Conversations</li> <li>• Individual Camp Training</li> <li>• Advisor 1-on-1's</li> </ul>   | <p><b>VII. APRIL 2014</b></p> <p>a. <b>Camp Conversation (CC)</b></p> <p>b. Emergency Protocol Stakeholder Meeting</p>  |
|   | <p><b>VIII. MAY 2014</b></p> <p>a. Director Retreats</p>  |
|   | <p><b>IX. JUNE 2014 &amp; JULY 2014</b></p> <p>a. CRT &amp; Situational Training Meetings</p>   |
|   | <p><b>X. AUGUST 2014</b></p> <p>a. CAMP</p>   |
|   | <p><b>XI. SEPTEMBER 2014</b></p> <p>a. Friday, September 26<sup>th</sup> – <b>Post-Evaluation</b> &amp; Director Exit Interview completion date</p> <p>b. Friday, September 26<sup>th</sup> – Post-Expectations Meeting completion date</p> |

# Leadership in Theory



- Challenge assumptions about what students want to know or can handle.
- Consider what is manageable.
- Understand context, function, and personality of the organization.

# Inventories



- Not prescriptive but offer students a framework
- Encourage reflection, awareness, and peer engagement

# Leadership Models



**Relational Leadership Model**

Relational Leadership refers to a model or perspective on leadership that focuses on the idea that leadership effectiveness has to do with the ability of the leader to create positive relationships within the organization. Whetley (1992) describes the principle as follows:

*Leadership is always dependent on the context, but its success is established by the relationships we make.*

This model includes the following components:

- Empowering - Encouraging members to actively engage and get involved
- Purposeful - Committing to a common goal or activity
- Process oriented - Being aware of the way a group interacts and the impact it has on the group's work
- Inclusive - Understanding, valuing, and engaging all aspects of diversity
- Ethical - Being guided by a system of moral principles

<http://www.dccstoc.com/docs/26593877/Relational-Leadership-Model>



## Exit Interviews



- Allow students to close the loop
- Opportunity to check for personal growth
- Help advisor structure more effective leadership conversations for future student leaders



**What do you do?**

## What Matters



- Establishing common language
- Being intentional
- Connecting beyond student leader role
- **What else?**

## Connections



- High Impact Practice Elements
- Deep Learning

## High Impact Practice



They help students build substantive relationships and "interact . . . with faculty and peers about substantive matters . . . over extended periods of time" during which relationships develop that "put students in the company of mentors and advisers as well as peers who share intellectual interests and are committed to seeing that students succeed."

## High Impact Practice



They help students apply and test what they are learning in new situations and provide "opportunities for students to see how what they are learning works in different settings, on and off campus. These opportunities to integrate, symmetrize, and apply knowledge are essential to deep, meaningful learning experiences."



## High Impact Practice



They provide opportunities for students to reflect on the person they are becoming. Reflection “deepen[s] learning and bring one’s values and beliefs into awareness; [it] help[s] students develop the ability to take the measure of events and actions and put them in perspective. As a result, students better understand themselves in relation to others and the larger world, and they acquire the intellectual tools and ethical grounding to act with confidence for the betterment of the human condition.”

## Deep Learning



- The academic mission is preeminent, **but...**
  - Satisfaction, relationships, retention, development
- Hiring beyond education and technical skills
- Practice makes better.

# Questions/Discussion