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

1. October 2013
   a. Friday, Saturday, Sunday, October 6th, 7th, & 8th – Pre Evaluation
   b. Camp Conversation (CC)

2. November 2013
   a. Week of Nov. 6th – Pre Expectations Meeting
   b. Friday, November 15th – Pre Evaluation
   c. Camp Conversation (CC)

3. December 2013
   a. Director Retreats (with early January)
   b. Camp Conversation (CC)

• Pre, Mid, Post Evaluation
• Camp Conversations
• Individual Camp Training
• Advisor 1-on-1’s

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

http://www.docstoc.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