



**WELCOME TO THE
SUMMER ADVISOR &
SUPERVISOR SYMPOSIUM**

**DIVISION OF STUDENT AFFAIRS
JULY 16, 2013**

THANK YOU

Symposium Planning Team	Leadership Task Force
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Krista Bailey	Katy King
	Melissa Shehane

CONTEXT

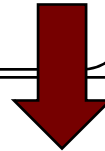
Division Strategic Plan Goal 3:

Prepare students and staff for a future of lifelong learning, contributing to society, and leading in a global environment.

3.1 Develop a unified Division of Student Affairs Leadership Curriculum

4 C's formed:

1. Communication
2. Collaboration
3. Coordination
4. Cooperation



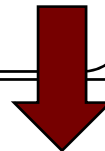
CONTEXT CONTINUED

Leadership Syndicate

Increase communication, coordination, collaboration, and cooperation between and among departments pertaining to leadership programs.

Leadership Task Force

1. Common Language
2. Co-curricular leadership capstone
3. Leadership certificate
4. Division-wide leadership curriculum



PURPOSE

- The Summer Advisor and Supervisor Symposium (SASS) is for any staff member in the Division of Student Affairs that works directly with student leaders or student employees. The Symposium will serve as an opportunity to gain insight and understanding about the common language of leadership that the Division is embracing.

SCHEDULE

Time	Session
8:00 - 9:45 am	Pre-symposium: SLLO
10:00 - 11:30 am	Welcome & Overview
11:30 - 12:30 pm	Lunch
12:30 - 3:20 pm	Concurrent Sessions
3:30 - 4:00 pm	Keynote

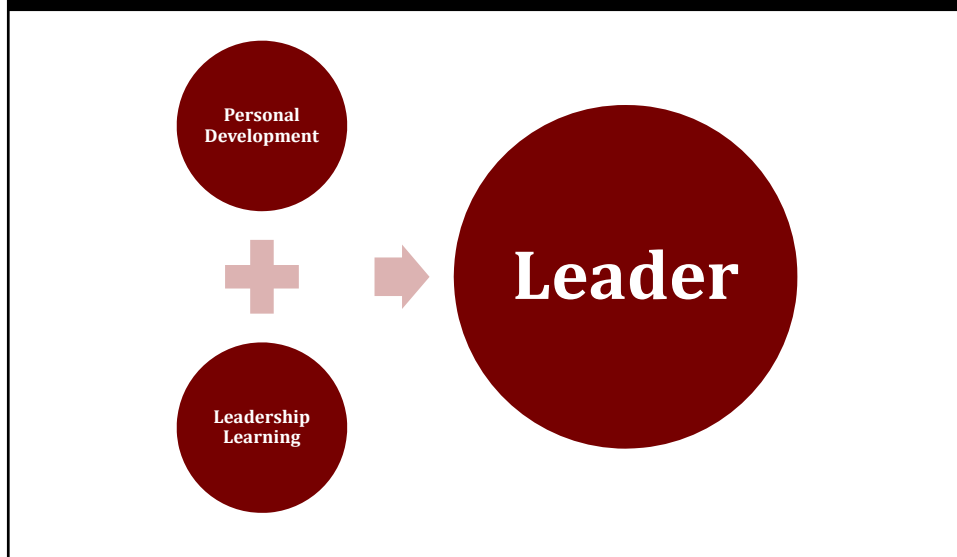


LEADERSHIP DEFINED

- **Bass** (1990, pp. 11-20)
 - Leadership is a process whereby an individual influences a group of individuals to achieve a common goal.
 - Leadership involves a process (transactional between leader and followers)
 - Leadership involves influence (how leader affects followers)
 - Leadership occurs in groups

(Northouse, 2013, p.6)

LEADERSHIP AND PERSONAL DEVELOPMENT



LEADERSHIP VS. MANAGEMENT

Leadership	Management
Leaders motivate individuals to get things done	Managers facilitate task completion
Focus on People	Focus on Task

(Bennis, 1989)



LEADERSHIP APPROACHES

MATCHING EXERCISE



COMMON LANGUAGE

WHY?

WHAT IS IT?

HOW CAN I USE IT?

WHY COMMON LANGUAGE?

- Foster collaboration across the Division of Student Affairs
- Create a holistic understanding of leadership opportunities for students matriculating through the institution
- Help us share our story as a Division for the Quality Enhancement Plan

BUILDING BLOCKS TO LEADERSHIP LEARNING

LEADERSHIP LEARNING		
Training	Education	Development
Performance and Reflection of...	Enhancement and Reflection of...	Practice and Reflection of...
Knowledge, Skills , & Attitudes	Knowledge , Skills, & Attitudes	Knowledge , Skills , & Attitudes
Through Engagement in...	Through Engagement in...	Through Engagement in...
<ul style="list-style-type: none"> • Student Employment • Internships • Training programs/workshops • Student Organization Retreats • Student Teaching 	<ul style="list-style-type: none"> • Courses • Certificates/Minors • Independent Study • Research Projects • Creative Projects • Learning Communities 	<ul style="list-style-type: none"> • Learner-Centered Student Involvement • Service-Learning Courses/Experiences • Mentoring/Coaching • Directed Study and Feedback • Intentional Learning Experiences • Self-Reflective Assessments

LEADERSHIP TRAINING

- Activities designed to develop an individual or group's ability to **perform practical skills** that facilitate effective leadership – usually a component of leadership education (Roberts & Allen, 2011)

LEADERSHIP EDUCATION

- A **series of interventions** designed to enhance the **knowledge**, skills, and abilities of individuals interested in engaging in leadership (Roberts & Allen, 2011).
- Leadership Education is the pedagogical practice of facilitating leadership learning in an effort to build human capacity and is informed by leadership theory and research. It values and is inclusive of both curricular and co-curricular educational efforts (Association of Leadership Educators, 2013).

LEADERSHIP DEVELOPMENT

- A continuous, systemic process designed to expand the **capacities and awareness** of individuals, groups, and organizations in an effort to meet shared goals and objectives (Roberts & Allen, 2011)

L. DEVELOPMENT CONTINUED

- Leadership development is a **process** – continuous, progressive, and sequential.
- Leadership development enhances individuals and expands the capacity of **individuals, groups, and organizations** – broadens horizons and changes mental models.
- Leadership development should increase the capacity of the whole system – **a multi-level endeavor** (Roberts & Allen, 2011).



HOW CAN I USE IT?

- Common language can help us accomplish our work better. Ultimately, it will help guide us as we strive to meet the mission of Texas A&M University especially through preparing “students to assume roles in leadership, responsibility, and service to society.”

(Texas A&M, 2013)

HOW CAN I USE IT?

- Education
 - Faculty panelists
 - Approaches to Leadership Theory
- Training
 - Carpool, Corps, Student Workers, ExCEL
- Development
 - Conversations with students
 - Learner-centered student involvement
 - Aggies Commit – Leadership Learning Contracts

REFERENCES

- Association of Leadership Educators. (2013). *National Leadership Education Research Agenda*. Retrieved from <http://www.leadershipeducators.org/Default.aspx?pageId=1489064>
- Bass, B. (1990). *Bass & Stogdill's handbook of leadership* (3rd ed.). New York, NY: The Free Press.
- Bennis, W. (1989). *On becoming a leader*. Philadelphia, PA: Warren Bennis Inc.
- Northouse, P. G. (2013). *Leadership: Theory and practice* (5th ed.). Los Angeles, CA: Sage Publications.
- Roberts, D.C., & Allen, S.J. (2011). *Leadership learning: Crucial conversations, next steps & thoughts for consideration*. Journal of Leadership Studies, Fall 2011.
- Texas A&M University. (2013). *Mission Statement*. Retrieved from <http://www.tamu.edu/statements/mission.html>.



RAFFLE



TICKET NUMBERS

868479	868514
868490	868520
868495	868529
868503	868544
868510	868554

Leadership Definitions:

Leadership in the Division of Student Affairs: A Model for Consideration

The goal of leadership in the Division of Student Affairs is leadership learning. Leadership is learned *through experience, organization environment, background and culture, and the process of absorbing and interpreting one's life experiences. ...Leadership learning is not simply a laundry list of programs, services, and resources. It is an outcome of purposefully designed and integrated experiences that foster the development of human capacity for change. It is about the substance of our efforts, the purposefulness of learning, and the individual/collective pursuit of organization culture that demonstrates respect, appreciation, mutuality, and strives to fulfill the potential that we all possess.* (Roberts & Allen, 2011)

Leadership learning is the sum total of leadership training, education, and development.

- Leadership training is: Activities designed to develop an individual or group's ability to perform practical skills that facilitate effective leadership – usually a component of leadership education
- Leadership education is: A series of training interventions designed to enhance the knowledge, skills, and abilities of individuals interested in engaging in leadership
- Leadership development: A continuous, systemic process designed to expand the capacities and awareness of individuals, groups, and organizations in an effort to meet shared goals and objectives.
 - Leadership development is a process – continuous, progressive, and sequential.
 - Leadership development enhances individuals and expands the capacity of individuals, groups, and organizations – broadens horizons and changes mental models
 - Leadership development should increase the capacity of the whole system – a multi-level endeavor

Process issues: Important to clarify language while not quibbling over details.

Roberts, D.C., & Allen, S.J. (2011). *Leadership learning: Crucial conversations, next steps & thoughts for consideration.* Journal of Leadership Studies, Fall 2011.