New Student & Carolina Parent Programs

Cultivating Student Leaders: A Multifaceted Approach

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Student Leader Positions

Orientation Leaders: A select group of student employees who are trained in assisting new first-year and transfer students make a smooth transition to Carolina by communicating information about the University community, connecting new students with peers, faculty and staff, and demonstrating how to live and learn in the diverse Carolina community.

Tar Heel Beginnings Co-Chairs: Two student employees who are trained to work together and in collaboration with the NSCPP staff to plan, coordinate, market, and implement the Tar Heel Beginnings programs, which are intentional programs designed to enhance the student first semester experience at UNC-CH; while serving as role models for what it means to live and learn in the diverse Carolina community.

Project Coordinators: A select group of student employees who are trained to serve as the first line of communication with new students (first-year & transfer), and all family members. They assist in event planning and implementation for NSCPP programs, and perform other administrative and logistical duties to support events sponsored by NSCPP.

T-Links Mentors: A select group of student volunteers that are trained to support new transfer students through transitions and by fostering community among transfer students and the UNC-CH community. Each Mentor is assigned new student transfer Mentees, and they are expected to communicate to their Mentees on a regular basis.

Competencies & Theoretical Frameworks

The Relational Leadership Model (RLM):
- "Leadership is a relational and ethical process of people coming together to accomplish positive change"
- Takes a "Knowing-Being-Doing" circular approach:
  ◦ Students are to be knowledgeable (knowing),
  ◦ Students are to be aware of self and others (being),
  ◦ Students are to act (doing)

The Social Change Mode of Leadership:
- Inclusive model in which leadership qualities are in all participants
- Focuses on Collaboration with others to bring about change for the common good by emphasizing a
  ◦ Clarification of values
  ◦ Trust
  ◦ Capacity to listen and Serve

Student Affair Competencies:
- Dynamic Learning
  ◦ the intellectual exploration of existing and emerging knowledge
- Honor
  ◦ the fortitude, courage, and character to stand by personal and community principles
- Personal Responsibilities
  ◦ The ownership of one's actions and commitments through ongoing reflection and engagement with others
- Community Engagement:
  ◦ The commitment of an individual to develop cross-cultural perspectives

Student Leader Training

Retreat & All-Staff Meetings 5 weeks

Orientation Leaders 12 weeks

T-Link Mentors 4 weeks

Tar Heel Beginnings Co-Chairs 12 weeks

Project Coordinators 2 weeks

We intentionally designed an intense training curriculum for all our student leader groups that sought to ensure our leaders were capable to:
- identify personal strengths, skills, values, and identity
- demonstrate personal responsibility for actions and decisions
- identify and apply concepts related to team leadership, group dynamics, and diverse perspectives
- manage conflict with civility.

Starting with the All-Staff Retreat, students began to understand their importance to the University community. Overall, we sought to empower our student leaders to:
- support an inclusive University community
- model integrity and personal responsibility
- serve as a highly respected resource and mentor to new and transfer students
- and have fun and make memories.

3-Prong Approach

Retrospective analysis

The NSCPP Office administered a retrospective assessment to Student Leaders in order to gage their evaluation of leadership skills before attending the Student Leader Training and opinions of growth afterward. Student leaders completed likert items indicating perceived growth in the following areas: dynamic learning (critical thinking, creativity and innovation, and communication); honor (ethics, integrity, and fairness and respect for others); personal responsibility (i.e. self-awareness, interpersonal development, and wellness and resiliency); and community engagement (i.e. civic involvement, local and global citizenship, and cross-cultural perspectives).

Journaling

Student Leaders used journaling to organize their thoughts on prompted issues and concepts related to workshops, meetings, and events they attended during Student Leader Training. Student Leaders also used journals to record their work experiences, and initiate conversations with their supervisors by providing questions or comments, and to help supervisors gain a deeper under standing of their journey.

Performance review

NSCPP Student Leaders will be evaluated by their respective supervisors in order to measure their application of the Student Leader Training. Supervisors will assess the performance of each Student Leader during the summer months so that they may implement the feedback received during the remainder of their appointments. Student leaders will conduct a final evaluation during the final weeks of the fall semester of 2013 to gauge the growth demonstrated by each of the Student Leaders throughout the entire process.

Citations

Higher Education Research Institute. (1996). *A social change model of leadership development* (Version III). Los Angeles: University of California Los Angels Higher Education Research Institute.

Komives, S.R., Wagner, W. and Associates (2009). *Leadership for a better world: understanding the social change model of leadership development.* San Francisco: Jossey-Bass.

Preliminary Findings

Retrospective analysis
- Major themes BEFORE Student Leadership Training:
  ◦ Past experiences yielded strong leadership skills
  ◦ Lacked confidence
  ◦ Mostly "developing" in all areas
- Major themes AFTER Student Leadership Training:
  ◦ Developed as leaders
  ◦ Increased sense of personal responsibility
  ◦ Continued improvement needed
  ◦ Mostly "accomplished"/"advanced" in all areas

Journaling
- Major themes from Student Leader journals:
  ◦ Critical examination of campus partnerships
  ◦ Self-appreciation
  ◦ Eagerness to learn more
  ◦ Increased sense of resourcefulness
- How supervisors have used this information:
  ◦ Scheduled meetings to discuss student strengths and successes, as well as areas in need of improvement
  ◦ Helped supervisors to learn what type of leaders students wish to become
  ◦ Assisted supervisors in identifying how the training processes affected the intended audience

Performance review
- Preliminary data will be available from the performance reviews by the end of the second summer session of 2013

Next Steps

Retrospective analysis
- The NSCPP Office will identify themes from Student Leader responses to the Student Leader Retrospective Analysis.
- We will use salient themes to describe the perceived impact of Student Leader Training on the development of leadership skills.

Journaling
- The NSCPP assessment team will read all Student Leader Journals.
- Evaluators will analyze each journal based on individual questions posed to student leaders.
- The team will locate themes associated with the development of student leadership skills and generate a report based on patterns observed.

Performance review
- Supervisors for each of the Student Leader groups— Orientation Leaders, T-Link Mentors, Tar Heel Beginnings Co-Chairs, and Project Coordinators—will evaluate the progress of the various leaders at a midpoint in their roles.
- Supervisors will provide meaningful feedback to Student Leaders and assist them in identifying ways to improve their skills and reach individual goals.
- Student Leader Supervisors will assess the growth and development made by each of their advisees through an end-of-the-year performance review.