The past ten years there have been an increase in the number of colleges/universities which offer leadership development programs. Types of programs range from 3 universities with Bachelor of Leadership Studies to a number of colleges which offer a Leadership Minor to an even greater number which offer a Concentration in Leadership. Comprehensive leadership programs (whether academic minor or concentration) have 3 components: education, training, and experience. (Leadership Education, 1998; Council for the Advancement of Standards in Higher Education, 1996; National Clearinghouse for Leadership Programs, 1990; Mark Troyer, Asbury College, 1996):

1. **Education**
   (understand the history, principles, theories/models of leadership
   — often offered through a basic leadership course)

2. **Training**
   (acquire leadership skills through courses or seminars)

3. **Experience/Fieldwork/Practice**
   (active involvement in some organization, community service element/
   assume a leadership role)

PULLING TOGETHER ASPECTS OF THE VARIOUS PROGRAMS OF LEADERSHIP EDUCATION SOURCEBOOK

<table>
<thead>
<tr>
<th>Coursework</th>
<th>Education/Training</th>
<th>Experience/Fieldwork/Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Leadership Skills/fieldwork Seminar (2 units)</em> Or RA class</td>
<td>1 hr. – specific skill training 1 hr. – processing/guided reflection of leadership position</td>
<td>Leadership Position on/off campus Mentoring relationship</td>
</tr>
<tr>
<td><em>Contemporary Issues and Case Studies in Leadership/fieldwork seminar (2 units)</em></td>
<td>1 hr. – case studies/speakers/contemporary issues 1 hr. – processing/guided reflection of leadership position</td>
<td>Leadership Position on/off campus Mentoring relationship</td>
</tr>
<tr>
<td>Recommend other courses at Westmont which support growth in Leadership education</td>
<td><em>Could be a 1 unit course in which one week focuses on training and the following week focuses on processing current leadership role</em></td>
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</table>

**Consider:** Begin portfolio in Intro to Leadership class and build throughout coursework

Purpose of portfolio: transcript of leadership work Reflection of leadership experiences Establish link between internships/practicum and leadership program (Do all disciplines offer internships/practicum?)

**Need:** Faculty involvement

1. well-informed/support of Leadership program
2. discussion of how/what ways leadership programs supports academic departments
3. involvement in mentoring element (one on one, or small group)
Leadership Minors

Typically require 18-20 units
(Note: Univ. of Richmond, 630-640, has a Leadership Major)

SATV-SATM  | Eastern College (PA)
545 520    | George Fox Univ. (OR)
463 497    | Mount St. Mary’s College (Los Angeles)
540 516    | Univ. of Denver
544 554    | Univ. of Nebraska – Lincoln
577 566    | Univ. of Texas – Permian Basin
561 540    | Westminster College (MO)
              | Wilmington College (OH) Requires a 1 unit Leadership course each year for students in the program

Example of description of minor (Westminster College)

Leadership Studies is a growing interdisciplinary field in American higher education. Drawing from a core liberal-arts tradition, Leadership Studies programs, at bachelor degree and minor levels, are a defining part of liberal-arts education today. Leadership Studies programs teach students about skills needed in order to lead in the global economy and complex social and political contexts that citizens of the 21st century face. The Leadership Studies minor focuses on ethics and leadership; historical, political, and social perspectives on leadership; organizational and group behavior; and communication skills. The Leadership Studies minor will help students reach a better understanding of both practical and theoretical aspects of leadership.

REQUIRED:

- Leadership Theory (2-3 units)
- Leadership Skills or seminars (1-3 units)
- Leadership Speaker Series (p. 80) or Senior Seminar (1-2 credit) or Contemporary Issues in Lead. Studies
  - Meet with local leaders to discuss real-life problems, leadership ethics
- Leadership Practicum/Fieldwork with seminar to process (1-4 units)
- Leading TEAMS
- Leadership Mentoring (see Westminster description, p. 70)

Students are required to select one course from their discipline as one with a leadership component (e.g., Administration and Organization in Kinesiology)

ELECTIVES: (often students need to select one course from each of 3-4 disciplines)

<table>
<thead>
<tr>
<th>Communication:</th>
<th>Philosophy:</th>
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<tbody>
<tr>
<td>Public Speaking</td>
<td>Any Ethics course</td>
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<tr>
<td>Group Dynamics/Small groups</td>
<td>Social and Political Philosophy</td>
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<tr>
<td>Intercultural Communications</td>
<td>Social and Personal Ethics</td>
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<tr>
<td>Public Relations</td>
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<td>Rhetoric</td>
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<tr>
<th>Business:</th>
<th>Political Science:</th>
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<tbody>
<tr>
<td>Fundamentals of Management</td>
<td>Women in Politics</td>
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<tr>
<td>Human Management</td>
<td>American Presidency</td>
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<tr>
<td>Public Administration</td>
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<tr>
<th>Psychology:</th>
<th>Religion:</th>
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<tr>
<td>Social Psychology</td>
<td>Teachings of Jesus</td>
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<tr>
<td>Theories of Human Nature</td>
<td>The Prophets</td>
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<tr>
<td>Organizational Behavior</td>
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<tr>
<td>Creative/Critical Thinking</td>
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<tr>
<th>History:</th>
<th>Sociology:</th>
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<tr>
<td>Mexican-American Leadership</td>
<td>Social Issues</td>
</tr>
<tr>
<td>20th Century Leadership</td>
<td>Social Change</td>
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<tr>
<td>Leadership through the Ages</td>
<td>Social Responsibility in the community</td>
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<tr>
<td></td>
<td>Political Sociology</td>
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</table>

irable organizations.
Date: Nov. 3, 1998
To: Review Committee of the Academic Senate
From: Jane Higa, Vice-President/Dean of Students
Re: Proposal for Broadening the Impact of the Leadership Program

Westmont is seeking to broaden the impact of the Leadership Program on our graduates. To reach this goal I invited two colleagues to review the Leadership Program last Spring. This one-day intensive evaluation was conducted by Sharyn Slavin Miller, Vice-President/Dean of Students at California Institute of Technology, and Judi Biggs Carlucci, Director of the Leadership Program at University of Southern California. I also put together a Task Force (Tim Wilson, Kathy Lunsford, Julie Degrav, Dana Alexander, Sarah Marcum, Bart Tarman, and Jane Wilson – Rick Pointer joined us during our second meeting as each person presented their report) to investigate model leadership programs at colleges and universities across the country. We’ve met twice this Fall during two extended meetings to collaborate on the findings. Our research suggests that comprehensive leadership programs incorporate three essential elements: education, training, and fieldwork (with guided reflection). The result of the evaluation, our research, and subsequent discussion led us to develop a plan to reorganize the existing Leadership Program at Westmont. Our plan seeks to provide a Leadership Program which would have a more significant impact on students.

Leadership Program and its Relationship to Westmont’s Mission

It is my sense that the mission of Westmont and many components of Westmont’s Long-Range Plan point to the value of a strong Leadership Program at the college.

The mission of Westmont College is to provide a high quality undergraduate liberal arts program in a residential campus community that assists college men and women toward a balance of rigorous intellectual competence, healthy personal development, and strong Christian commitments. The Leadership Program supports this mission as it seeks to broaden students’ intellectual understanding of leadership theories and principles, foster personal and interpersonal leadership skill development, and support students in their commitments to being Christ-center leaders at the college, in the community, and in their future careers.

In Westmont’s Long-Range Plan, one section highlights “What do we want for our graduates?” The Leadership Program is one avenue which helps students reach some of the goals set forth in this section. Through the leadership courses, leadership roles both on and off campus, and challenges to reflect upon such experiences, students acquire the knowledge, skills, and motivation needed to be effective participants and leaders in our ever-changing, interconnected, and complex world. Drawing from “What do we want for our graduates?” the following points describe ways in which the Leadership Program connects with the desires we share for our students:

- Students learn Christ-centered principles of leadership, and are then given opportunities to put these principles into practice.
• Students gain essential personal and interpersonal competencies to help them communicate effectively as well as work cooperatively and collaboratively.
• Students develop critical thinking skills needed to make decisions, solve problems, and handle tensions that arise in their leadership roles.
• Students learn tools to adapt to an ever-changing world; thus recognizing the importance of life-long learning.
• Through their leadership roles, students recognize the need for strong writing, oral, and thinking skills.

Background of Leadership Program:
The first leadership course was offered in 1977 (4-units). In 1986, two courses were offered (2 units/course); one was for freshmen and one for students in leadership roles. In 1992, the coursework was reorganized to offer four 1-unit seminars; these seminars were designed for students in leadership roles. These four seminars were:
   - ISO61: Leadership within an Organization
   - ISO62: Leadership Skills
   - ISO63: Leadership and Cross-cultural Issues
   - ISO64: Foundations of Christ-centered Leadership

Goals for Broadening the Impact of the Leadership Program
As the Task Force synthesized the research of other leadership programs, and reviewed the evaluation of our current program, we identified three areas to improve the Leadership Program:
1. Provide the mechanism for first-year students to be involved in the Leadership Program, establishing a strong foundation of theories and principles of Christ-centered leadership, and working to create an ethos which encourages students to seek to be "learners" in the midst of their involvements on or off campus.
2. Offer more leadership training to increase the student's effectiveness in their particular leadership roles as well as provide students with the resources to think critically about current issues faced by leaders.
3. Promote guided reflection and debriefing of fieldwork experiences in leadership.

Proposal for Change
In order to accomplish the goals mentioned above, I propose a reorganization of the leadership courses and an increase of the units available from 4 to 6 units.

1. To reach the first goal of providing a mechanism to involve first-year students, we offered a 2-unit "Introduction to Leadership" class this Fall, specially designed for first-year students. There was a tremendous response to this course as 60 first-year students registered for the course with a wait list of 24. (This course will be offered again this Spring.)

ISO 61 Introduction to Leadership
This survey course examines the historical and theoretical aspects of leadership as students explore leadership styles and foundational principles of Christ-centered leadership. The course lays the groundwork to equip students for leadership roles at Westmont and the larger community. Each student is required to participate in a cross-cultural community service project.
2. To reach the second goal of training in leadership skills/current issues and the third goal of guided reflection, we'd like to propose the following two 2-unit courses. Both of these courses will be offered to students who serve in some leadership capacity – be it formal or informal, in student life or academics, on or off campus.

ISO 62 – *Leadership Skills/Fieldwork* (NOTE: Students may take this course or the RA class, but not both.)
Based on the premise that leadership is a learned skill, students examine personal and interpersonal skills needed to be effective leaders (e.g., personal leadership style, public speaking, commitment, collaboration, common purpose, problem solving, conflict resolution, negotiation, team building). One hour each week is devoted to skill-building and the other hour to guided reflection of the student’s current leadership position. Each student is required to participate in a mentoring relationship.

ISO 63 – *Contemporary Issues and Case Studies in Leadership/Fieldwork*
Campus, institutional, community, and world leaders address current issues and dilemmas they face in their particular leadership role. One hour each week is devoted to issues faced by contemporary leaders, and the other hour to guided reflection of the student’s current leadership position. Each student is required to participate in a mentoring relationship.

(NOTE: Mini-syllabi are attached for each of these three courses)

**Model of Proposal**

<table>
<thead>
<tr>
<th>Comprehensive Leadership Programs</th>
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<tbody>
<tr>
<td>EDUCATION</td>
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<tr>
<td>TRAINING</td>
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<tr>
<td>FIELDWORK (with guided reflection)</td>
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</table>

**1st & 2nd year students**
- **Introduction to Leadership**
  ISO61 (2-units)
  - Foundations of Christi-centered leadership
  - Historical perspectives
  - Theoretical model
  - Mission Statements
  - Cross-cultural issues in leadership.
  - Community Service requirement

- **Leadership Skills/Fieldwork**
  ISO62 (2-units)
  - 1 hr/week: Personal and interpersonal skill-building for effective leadership

- **Contemporary Issues and Case Studies in Leadership/Fieldwork**
  ISO63 (2-units)
  - 1 hr/week: Speaker (Westmont, community, world leader) – Discussion of issues faced in real-life settings

  - 1 hr/week: Guided reflection of leadership role in small groups

  - Mentoring requirement
### Leadership Concentration

Colleges offer a formal notation on diploma or transcript

<table>
<thead>
<tr>
<th>598</th>
<th>588</th>
<th>Birmingham-Southern College (AL)</th>
<th>Distinction in Leadership Studies</th>
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<tbody>
<tr>
<td>680</td>
<td>680</td>
<td>Claremont McKenna College (CA)</td>
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<tr>
<td>550</td>
<td>540</td>
<td>Converse College (SC) Leadership Program</td>
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<td>574</td>
<td>540</td>
<td>Duquesne Univ. (PA)</td>
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<td>512</td>
<td>506</td>
<td>Lander Univ. (SC) President's Leadership Program</td>
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<td>570</td>
<td>570</td>
<td>Linfield College (OR) Leadership Development Program</td>
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<td>665</td>
<td>679</td>
<td>Northwestern Univ. (IL) Leadership Program</td>
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<tr>
<td>590</td>
<td>580</td>
<td>Occidental College (CA) LEAD program</td>
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<td>710</td>
<td>700</td>
<td>Rice Univ. (TX) Leadership Rice</td>
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<td>25 ACT: St. Louis Univ. (MO) Service Leadership Certificate Program (Jesuit school)</td>
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<td>485: Tarleton State Univ. (TX) Leadership Certification Program</td>
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<tr>
<td>565</td>
<td>601</td>
<td>Univ. of CA – Davis Student Leadership Development Program (Note: seminar series, p. 341)</td>
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<tr>
<td>578</td>
<td>563</td>
<td>Univ. of Scranton (PA)</td>
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<tr>
<td>510</td>
<td>583</td>
<td>Wartburg College (IA) Portfolio-based Leadership certificate</td>
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<tr>
<td>555</td>
<td>531</td>
<td>Webster Univ. (MO) Leadership Development Program</td>
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<td>Wilmington College (OH)</td>
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</tbody>
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REQUIREMENTS:

- 2-5 courses (Usually at least 2 in leadership – Intro to Leadership and Skills seminars)
- Min. GPA
- Community Service requirement
- Complete a Leadership Style Assessment (part of one of the courses)
- Senior Capstone Seminar (p. 76)
- Leadership Portfolio
- Leadership Transcript
- Participation in Seminars
  - Skill-building seminars
  - Speaker series
- Leadership Retreat
- Paid summer internships (Students work closely with a leader in the community)
- Diversity requirement (Student needs to have at least one experience in environment different from their own)
  - (e.g., Potter's Clay, Juniors, Urban program, Transition House, Rescue Mission)
- Sometimes the colleges have a suggested yearly plan to follow
  - (e.g., first year student: Intro to Leadership course)
  - Community Service requirement
  - Second year student: Active involvement in student organization
  - Third year students: Leadership role
- Leadership role on campus
- Assist in retreats
- Plan a summer leadership conference for high school students
- Identify and solve a problem/concern on campus
Introduction to Leadership - IS 061

Course Description (2 units) (Designed for 1st and 2nd year students)
This survey course examines the historical and theoretical aspects of leadership as students explore leadership styles and foundational principles of Christ-centered leadership. The course lays the groundwork to equip students for leadership roles at Westmont and the larger community.

Course Objectives
- To discover the complexities of leadership and the multidisciplinary nature of leadership studies
- To examine principles of personal and interpersonal Christ-centered leadership
- To identify and analyze the impact of differing leadership styles
- To understand gender and cultural influences on leadership
- To recognize leadership strengths and weaknesses in self and others
- To interface with an individual in a leadership role to gain an understanding of the dynamics of leadership in practice
- To develop a personal mission statement
- To identify ministry opportunities with potential for leadership participation
- To demonstrate ability to synthesize and apply leadership material through writing and oral discussions

Texts

Assignments
1. Class participation (5%) Students are expected to attend all sessions and come prepared by thoughtfully reflecting on the assigned reading. Students are expected to actively participate by appropriately speaking and listening during class discussions and exercises. Only one absence will be accepted without credit loss.

2. Community Service (10%) Students will participate in a cross-cultural community service experience (10 hours minimum commitment.) A written reflection will be submitted within one week of the experience.

3. Individual Leadership (5%)
   A. Lead a brief devotional either during class or on campus (e.g., at a dorm meeting, sports team meeting, music rehearsal, another class....) If you lead a devotional other than during our class, turn in a brief description of what and where you shared.

4. Team Leadership (30%)
   A. In a small team, interview a leader (student, staff, or community leader) to gain an understanding of his/her leadership style in practice. Prepare a group synthesis of the interview.
   B. In a small team, write a proposal to identify and solve a problem, need, or concern on campus.

5. Writing (40%)
   A. Develop and write a personal mission statement.
   B. Select one of these topics and write a 3-5 page paper.
      - Analyze the results of your Myers-Briggs assessment.
      - Assess yourself (strengths and weaknesses) as a leader.
      - Write a comparative analysis between yourself and the campus leader you interviewed.
      - Read and respond to one of the supplementary articles on reserve in the library.
   C. Write a paper describing how you could make a contribution as a leader in 4-8 differing leadership opportunities on campus or in the Santa Barbara community.
   D. Occasional in-class writing prompts.

6. Final essay (10%)
   Students will write an in-class essay during the final exam period. Students will be expected to articulate a clear synthesis of leadership material covered in the course (readings, lectures, and exercises).
Contemporary Issues and Case Studies in Leadership/Fieldwork - IS 063

Course Description (2 units) (To be taken while serving in some leadership capacity)
Campus, institutional, civic, and community leaders address current issues and dilemmas they face in their particular leadership role. One hour each week is devoted to issues faced by these contemporary leaders, and the second hour to guided reflection of the student's current leadership position. Each student is required to participate in a mentoring relationship.

Course Objectives
- to interact with college and community leaders for instruction, modeling, mentoring, and effective working relationships
- to examine community/societal values in leadership development: citizenship, creating change, and making a difference
- to think critically about issues facing our communities and society
- to explore how values influence the leadership process
- to understand the complex dynamics of culture change in an organization
- to predict leadership changes needed for the 21st century
- to examine the role of "change" and "life-long learning" in leadership
- to develop a leadership resume

Proposed Texts

Proposed Assignments
1. Class participation
   Students are expected to actively participate in leadership skill-building exercises and in guided reflection groups. All students will be responsible for leading a small group during one hour of guided reflection time.

2. Mentoring
   Students engage in a weekly mentoring relationship.

3. Reflective Journal
   Students write a 1-2 page entry each week showing evidence of application of leadership theory, reflection on a leadership dilemma, insights to their leadership role, summary of guest presenter, or response to dialogue from the mentoring relationship.

4. Evaluation/Feedback
   Student observes a fellow student leader conducting a meeting or activity. Student gives performance feedback identifying strengths, areas for improvements, and questions to consider.

5. Individual problem statement and analysis
   Students identify, define, and analyze a problem faced in their leadership role.

6. Exercise in Improvement/Change
   Students design and implement improvement/change for their leadership position (e.g., if there are no guidelines for responsibilities, students create guidelines to pass on)

7. Leadership Resume
   Students prepare a resume highlighting their leadership experiences.
As our Task Force researched Leadership Programs,
3 sources guided our thinking
  Council for Advancement of Standards in Higher Education
  National Clearinghouse for Leadership Programs
  Center for Creative Leadership (Leadership Education – 200 colleges/Univ.)
This information combined with numerous conversations led us to see...
  3 key components to comprehensive leadership programs
    EDUCATION
    TRAINING
    FIELDWORK with guided reflection

We are proposing today a restructuring and a broadening of the existing lead. Program
  To incorporate the 3 key components
    To broaden the program to include more first year students
      Broaden the defn. of lead. Role to include formal and informal leadership roles
      Student life – academics – athletics
      Off-campus roles

Brief history
  25 years ago – first leadership class (4 units) for Resident Assistant
  20 years ago – class was opened up to include other leaders on campus
  10 years ago – 4 units split to offer 2 – two unit classes (one for freshmen and one for student leaders)
  6 years ago – another split to 4—one-unit classes for students in leadership role

PROPOSAL
1. to meet goal of broadening program and incorporating education component
   “Introduction to Leadership” class (2 units)
     Historical/theoretical perspectives of Christ-centered leadership
     Inform, inspire, and equip students to plug into a leadership role on or off campus

2. to meet goal of having a training and fieldwork component
We propose 2 additional 2-unit courses to be taken while students are serving in a leadership capacity

“Leadership Skills/Fieldwork” --
  1 hr – TRAINING in specific lead. Skills (personal, team, organizational levels) to help them in their roles
  1 hr – guided reflection discussion to help students process/learn/grow in their specific lead. Role

“Contemporary Issues and Case Studies in Leadership/Fieldwork”
  1 hr.—Christian leader from community/nation/world address leadership issues and dilemmas they face
  1 hr – Guided reflection

These two courses will TRAIN, guide, support students as they serve as leaders
  Help them see how their lead. Knowledge, skills, experiences help them obtain a job and be effective in their career