

Leadership Programs Sub-group (initial findings presentation/discussion)

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February 8, 2013

Information sources

- Survey conducted by CfLI in 2011 (68 pages of data from 398 unique programs/offerings)
- Search on UW website for programs with "Leadership" in title and description
- References from colleagues as we inquired about their programs (they referred us to others)
- Personal experience and knowledge

Initial findings (as related to 5 elements of framework)

Definitions of leadership

Many programs did not operate from a specific definition of leadership, though they were not necessarily opposed to defining it. Many allow the definition to emerge from the participants. Others had not gotten to that level of refinement yet.

For those programs that did use a particular definition, the following key concepts, phrases, characteristics and/or values were commonly used. Not everything is listed - often times there were different words used for similar ideas, so to streamline the summary, we have just listed a condensed version of the full list.

- Situational, adaptive (e.g. "Leadership in nursing is individualized to the person and situation...")
- Motivational, inspiring
- Initiative
- Systems thinker, connector
- Able to move from idea/concept to action/implementation
- Group/team level – not individual venture
- Service to others
- Formal and informal – not necessarily a role, but a function

Philosophies and models of leadership (in order of most to least from Q5 of survey)

- Situational Leadership – application model
- Social Change Model – developmental and application model
- Emotional Intelligence – developmental model, individual level with defining characteristics and traits
- Servant Leadership – conceptual and mission-driven model, aligned with Social Change Model
- Transformational Leadership – motivational model for groups
- Others listed that align with the above include Social Justice (Adams & Griffin), Biblical Servant-Based Leadership, Community Organizing, etc.

Core competencies (based primarily on survey results)

There are many different terms that relate to similar competencies and there is significant overlap between many of them. We have tried to simplify them with a condensed list below.

1. Communication and interpersonal skills
2. Multiple perspectives – awareness, respect for, and inclusion of multiple/diverse/alternative perspectives
3. Problem solving skills
4. Decision making
5. Feedback – ability to give and receive constructive feedback
6. Reflection – the ability to be reflective is implicit in many offerings, though it is not specifically listed as a “competency”. It is implicit in how many offerings operate and evaluate their outcomes.
7. Conflict management – embedded in many general statements is the implicit expectation of conflict prevention and management.

Connections to WI Idea

This is a tough one to answer – perhaps the Servant Leader model? Leadership as service to others? Unsure how prevalent this model is outside of UW? (Endowed Professorship in Engineering, Campus-wide Servant Leader discussion group, “On the circuit” of Greenleaf Center...)

Leadership Development Practices

The majority of offerings are for undergraduate students. There is an opportunity to increase offerings for grad students, faculty, and staff (or increase the participation in existing offerings).

Multiple formats exist for intentional delivery (meaning specifically for leadership development).

- Course for credit
- Workshop (series and one-offs)
- Online resources
- Focused training programs
- Certificate programs
- Retreats

Other formats exist with the “osmosis” model – do the work and you’ll develop as a leader.

- Student organization (through the course of their work, but not necessarily intentional leadership development)
- Residence hall activities
- Job training programs

Outcomes of Leadership

Not real sure how to answer this one, but below is a list of how many programs evaluate their impact/effectiveness.

- End of event feedback session or surveys
- Self-assessments throughout process – reflection is built in
- Exit interviews (not common, but some do this)
- Annual reports to funding agencies and sponsors – reporting metrics vary by program
- Many have some sort of recognition at the end (appreciation dinner, banquet, certificate, small payment or gift, etc.)

Other key content that doesn't relate to a framework element

Thought experiment: *If we had a UW-Madison graduate and a graduate from another school behind a curtain talking about their experience, how would we be able to tell which one is from UW?*

- *What would they say differently?*
- *What would they be able to do that sets them apart?*
- *Five years from now, how would their UW experience contribute to their future differently than graduates from other schools?*

Jim's clarification of the distinction between *outcomes* and *competencies*

- Outcome – successful completion of team project that meets objectives
- Competencies – skills required to get the team to the desired outcome

Any framework elements that don't seem relative

None at this time.

Questions that have been raised based on your work

1. Still struggling with what this looks like when we're "done". What is the deliverable? Perhaps some guiding questions may help...if we are able to offer the campus the following document that paints a compelling picture of:
 - a. **Why** an intentional focus on leadership development is important and aligned with our campus mission/vision.
 - i. This is an invitation – not an expectation.
 - ii. It is intended to support and extend what you already want to do – not add on something new for you to do.
 - b. **What** are we the guiding principles, values that underlie our statement of need. This includes the following elements:
 - i. Clear and concise statement of core values and principles.

- ii. A visual depiction of a conceptual model (needs to be simple to digest and adaptable to multiple disciplines, formats, audiences, etc.)
 - c. **How** can I, as an individual, engage with this framework and operationalize it in my own context?
 - i. This is an individual endeavor – an invitation, not a mandate.
 - ii. Places to go to get more details, resources, support, information, etc. if/when the time is right for you.
 - iii. What types of support already exist? What needs to be created?
 - d. **Who** is currently being served, and who is not?
 - i. Where is there overlap between demand/interest in leadership development and a lack of offerings? (Don't create something if there's no demand, and to duplicate efforts if it already exist.)
- 2. How do we know this initiative has been successful?
 - Do more people know the framework exists?
 - Do they understand the content/theory behind the framework?
 - Do they know how to apply it - put it into practice?
 - Do they put it into practice and use it to develop/advance their individual initiatives (courses, workshops, etc.)?
 - Do they evaluate their impact by measuring core competencies?

Institutional Values and Initiatives February 8, 2013

| Sources | Definitions | Philosophy | Competencies | Connection to Wisconsin | Leadership Development Practices | Leadership Outcomes | Key Institutional Values |
|------------------------------|-------------|------------------------------------|--------------------------|-------------------------|---|--|---|
| Reaccreditation documents | | | | | | | <ul style="list-style-type: none"> • Wisconsin Idea <ul style="list-style-type: none"> ◦ Applying classroom and out of the classroom learning in ways that have significant benefits on the world ◦ Creative problem solving ◦ Local, national and global engagement • Academic freedom – sifting and winnowing <ul style="list-style-type: none"> ◦ Related to being inclusive and open to diverse points of view ◦ Faculty centered culture • Care and attention to the practice of strategic planning/ change <ul style="list-style-type: none"> ◦ Alignment of strategic planning w/ reaccreditation • Shared sense of history and place • Service mission • Creating a diverse workforce • Shared governance |
| Martin & Wiley comments | | | | | | | |
| University Mission Statement | | | | | | | |
| Guiding principles | | | | | | <p>We are committed to being responsible stewards of our human, intellectual, cultural, financial, and environmental resources.</p> <p>We promote the application of research and teaching to issues of importance for the state, the nation, and the world, and we place learning and discovery in the service of political, economic, social, and cultural progress.</p> | <p>We promote the highest standards of intellectual inquiry and rigor, in keeping with the university's proven commitment to the "continual and fearless sifting and winnowing by which alone the truth can be found."</p> <p>We support learning for its own sake, throughout our lives, as a service to the greater good.</p> <p>We fiercely defend intellectual freedom and combine it with responsibility and civility so that all who work and live on our campus can question, criticize, teach, learn, create, and grow.</p> <p>We observe the highest ethical integrity in everything we do.</p> <p>We believe in the importance of working with and learning from those whose backgrounds and views differ from our own.</p> <p>We share the belief that neither origin nor economic circumstance should be barriers to participation in the community.</p> |
| WI Experience | | Local, National, Global Engagement | Creative problem solving | WI Ideas | Intentional integration of in- and out-of the class learning, creative and entrepreneurial engagement in real world problems, and through active student leadership | Graduates who think beyond the conventional wisdom, who are creative problem solvers who know how to integrate passion with empirical analysis, who know how to seek out, evaluate and create new knowledge and technologies, who can adapt to new situations, and who are engaged citizens of the world | |

| Sources | Definitions | Philosophy | Competencies | Connection to Wisconsin | Leadership Development Practices | Leadership Outcomes | Key Institutional Values |
|-----------------------------|--|---|---|---|---|---|---|
| Essential Learning Outcomes | | | Application of knowledge, skills & responsibilities to new settings and complex problems | | Engagement with big questions, both contemporary and enduring, anchored through active involvement with diverse communities and real-world challenges Practices extensively across the curriculum in the context of progressively more challenging problems, projects, and standards for performance | Knowledge of Human Cultures and the Physical and Natural World Intellectual and Practical Skills Personal and Social Responsibility Integrative Learning | |
| HR Re-Design | | | Effective performance management techniques Creating an inclusive workplace Leading through change Orienting and on-boarding new employees Implementing workplace flexibilities | | | | |
| ODOS | | | | Connect any leadership definition, practices to the WI Idea | | | |
| Leadership Certificate | "the ability to mobilize self and others towards a common goal" | Leadership is an action, not a position | Consciousness of self Collaboration Citizenship | | leadership roles academic courses civic engagement outside the classroom learning work experiences | | |
| WI Idea/Spirit | "meant to forward engaged self governing and democracy for the purpose of positive change" JH 1/22 | Education in service to a truly engaged democracy - to empower the grassroots, i.e. the WI people | Dealing with others Seeing and appreciating other's points of view Retaining own ideas but adjusting fairly w/ the ideas of others Community leadership | | Egalitarian peer leadership and keeping real power in the hands of as many people as possible | A deep sense of moral obligation to use their education to benefit the people of the state, not just themselves | Fearless search for truth Relentless pursuit of integrity Intentional Creation of trust networks Establishment of egalitarian engagement |

Institutional Values

Heidi Lang, Margaret Nellis, Jeff Hamm; 2/6/13

Key Institutional Values and Beliefs: Wisconsin Spirit

- *Direct link between education, research, and democracy.* Education and research is in service to an engaged democracy—with the goal of empowering the people of Wisconsin. In a time of monopolies and plutocrats, the “Wisconsin Spirit” focused teaching, research, and service on ensuring that Wisconsin citizens would be in control of their own government and economy.
- *“Egalitarian engagement” with citizens, communities, and the State.* Rather than a top-down, expert-driven model of “service” and “uplift” charity, we work within a model of partnership and community leadership development. No swooping in and saving or rescuing; rather, all sharing in the work to improve the situation.
- *Engaged self-governing and democracy.* We do not simply promote this for others, but operate from these values in our daily work. This is the foundation for our radical commitment to shared governance.
- *Academic freedom and the fearless search for truth* (“sifting and winnowing”). This relates directly to being inclusive and open to diverse points of view, ultimately to the benefit of all.
- *Trust, transparency, and integrity.* These are the basis for our own work and relationships, as well as for our work with citizens and communities. This is reflected in strong negative attitudes about corruption and demands for clean and open government.

Leadership Outcomes

- Students with a deep sense of moral obligation to use their education to benefit the people of the state, not just themselves.
- The application of research and teaching to issues of importance for the state, the nation, and the world. Learning and discovery in the service of political, economic, social, and cultural progress.
- Students who
 - think beyond the conventional wisdom
 - are creative problem solvers
 - know how to integrate passion with empirical analysis
 - know how to seek out, evaluate and create new knowledge and technologies
 - can adapt to new situations
 - are engaged citizens of the world.

Leadership Development Practices

- Civic engagement
- Outside the classroom learning
- Egalitarian peer leadership; keeping power in the hands of as many people as possible
- Leadership is an action, not a position
- Focus on *community* leadership development

Coordinated Leadership – Leadership Educators Council

Research/Scholarship




THE UNIVERSITY
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Objective

- # Synthesize research/scholarship related to leadership development perspectives to inform Framework elements




Existing UW-Madison Competencies – Students




- # Leaders challenge the process
- # Leaders foster a shared vision
- # Leaders promote action and involvement
- # Leaders show the way
- # Leaders inspire passion

From CFLI Home Page



Existing UW-Madison Competencies – Students 2



- # The definition of leadership that guides the Leadership Certificate is that leadership is ...
 - # “the ability to mobilize self and others toward a common goal.”
- # This definition infers leadership is an action, not a position. The Leadership Certificate program strives to recognize leadership mobilization that creates an impact on individuals, student organizations, and the community in a positive, permanent way.

From Leadership Certificate Home Page

SLP Leaders (from 2007 CAS Study)

- # Articulate a vision for their organization
- # Set goals and objectives based on the needs and capabilities of the population served
- # Promote student learning and development
- # Prescribe and practice ethical behavior
- # Recruit, select, supervise, and develop others in the organization
- # Manage financial resources
- # Coordinate human resources
- # Plan, budget for, and evaluate personnel and programs
- # apply effective practices to educational and administrative processes
- # communicate effectively
- # initiate collaborative interaction between individuals and agencies that possess legitimate concerns and interests in the functional area

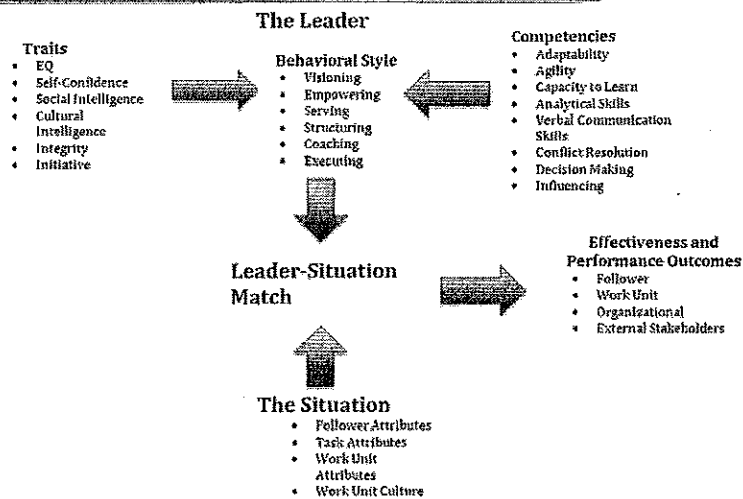
Existing UW-Madison Competencies - Employees

| Clusters | Title and Type of Competency / Learning Modules and Number of Instructional Hours |
|--|--|
| Understanding Strengths and Interests | <ul style="list-style-type: none"> • Leadership Awareness (classroom, 3 instructional hours) • Professional Development Planning for Leaders (self study, 4 instructional hours)* • Your Brand As a Leader (classroom, 3 instructional hours) |
| Interpersonal Effectiveness | <ul style="list-style-type: none"> • Building and Managing Relationships (classroom, 3 instructional hours) • Managing Interpersonal Conflicts and Tensions (coaching session, 4 instructional hours) • Professional Communication (coaching session, 4 instructional hours) |
| Execution and Results | <ul style="list-style-type: none"> • Knowledge of UW-Madison (independent learning project, 4 instructional hours)** • Organizational Collaboration (independent learning project, 4 instructional hours)** • Focus on Results—Capstone Project (independent learning project, 4-10 instructional hours)** |
| Talent Management | <ul style="list-style-type: none"> • Team Facilitation (coaching session, 4 instructional hours) • Coaching and Developing Others (coaching session, 4 instructional hours) • Team Management (Self-Study, 4 instructional hours) • Team Development (classroom, 3 instructional hours) |
| Change Strategy | <ul style="list-style-type: none"> • Understanding Mission, Vision, and Strategy (self-study 4 instructional hours) • Understanding Planned Organization Change (self-study, 4 instructional hours) • Leading Planned Change (classroom, 3 instructional hours) • Transition Management (classroom, 3 instructional hours) |
| Capstone Session | Contemporary Issues in Leadership and Learning Integration (classroom, 3 instructional hours) (half-day session)** |

CFLI Leadership Principles

- * **Experiential Education:** We provide purposeful opportunities for development through students' direct engagement with their environment and experience and continue the process with in-depth reflection.
- * **Challenge & Support:** We extend a student's experience beyond the familiar through intentional learning opportunities while providing a safe and stable environment.
- * **Depth & Breadth:** We honor the profound impact that specific and intense engagement has on student development while also providing extensive opportunities for continued learning.
- * **Evaluate & Adapt:** We incorporate assessment measures into all of our programs to ensure meaningful impact and we make tactical adjustments when necessary.
- * **Socio-Cultural Awareness:** We promote diverse learning opportunities that integrate experience and reflection on critical issues of social justice, diversity, and multiculturalism.

Wisconsin Leadership Framework



Comprehensive Leadership -Broad Philosophy (CAS*)

- # Gaining self awareness,
- # The relationship of self to others (differences and commonalties),
- # The uniqueness of the institutional environment within which leadership is practiced, and
- # The relationship to local and global communities.

It must advance competencies in the categories of foundations of leadership, individual development, and organizational development.

*Council for the Advancement of Standards in Higher Education

Foundations of Leadership

- # Historical perspectives and evaluation of leadership theory
- # Theoretical, philosophical, and conceptual foundations of leadership of several cultures
- # Cultural and gender influences on leadership
- # Ethical practices in leadership
- # Moral leadership
- # Leadership and followership

Personal Development

- # Awareness and understanding of various leadership styles and approaches
- # Exploration and designing of personal leadership approaches
- # Human development theories
- # The intersections of human development theories, sexual orientation, national origin, and environment
- # Personal management issues such as time management, stress reduction, development of relationships, problem solving, goal setting, and ethical decision-making
- # Oral and written communication skills
- # Critical thinking skills
- # Risk taking
- # Creativity
- # Wellness lifestyle development
- # Supervision
- # Motivation

Organizational Development

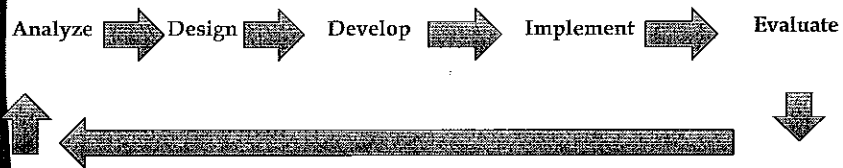
- # Team building
- # Shared leadership
- # Group dynamics and development
- # Organizational communication
- # Group problem-solving and decision making models
- # Planning
- # Conflict management and resolution
- # Methods of assessing and evaluating organizational effectiveness
- # Organizational culture, values and principles
- # Community development
- # Power and empowerment
- # Collaboration
- # Developing trust
- # Organizational politics
- # Leadership in diverse organizations

Decisions

1. Use existing competencies
2. Use an evidence-based approach
 - Similar to the University of Arizona

To create a framework within which people around campus can connect

Leadership Development Model



Leadership by Design: Creating and Measuring Leadership Competencies

By Corey Seemiller and
Tom Murray

For nearly thirty years, the Council for the Advancement of Standards in Higher Education (CAS) has developed standards for practice and preparation for Student Affairs professionals. Established as a consortium of professional organizations, CAS works to develop and disseminate a profession-wide set of standards that define best practices in the field of Student Affairs (CAS, 2006). In a similar attempt, ACPA and NASPA (2004) published *Learning Reconsidered*, which outlines seven learning outcomes for college students. Both CAS standards and *Learning Reconsidered* learning outcomes, while differing in depth and breadth, have a similar focus on the learning and development of the whole student.

For a number of years at The University of Arizona, we used the CAS standards and *Learning Reconsidered* learning outcomes to measure our leadership programs. Each event or component of every

leadership program was matched with the standards and/or outcomes that best fit, and students were asked questions

we designed related to those standards and outcomes after each event. While this did provide us with some helpful information, it often felt as if we were fitting a square peg in a round hole. Some of the CAS standards and *Learning Reconsidered* learning outcomes were outside the scope of our leadership programs and these standards and outcomes also left out some aspects of the learning that we believed was taking place in our programs. We then realized that we were using tools designed to develop and measure *program outcomes* as a way to measure *student outcomes*.

Both CAS standards and *Learning Reconsidered* learning outcomes, while differing in depth and breadth, have a similar focus on the learning and development of the whole student.

for assessing students' learning based on those outcomes. In addition, we came to the realization that a number

of our assessment questions based on these outcomes did not really measure what we wanted.

So, we had to ask ourselves the question, "Are we using the right outcomes?" This was the "A-ha" moment that motivated us to create our own set of outcomes. Using the CAS standards and *Learning Reconsidered* learning outcomes as guides, we set out to create our own comprehensive list of outcomes for our leadership programs that was a combination of best practices in the field of Student Affairs, specific outcomes related to leadership development, and the needs and goals of our own programs. We realized that in order for these learning outcomes to be effective, we needed to both determine how they apply to our unique programs as well as how to assess our programs' success in meeting those learning outcomes.

The task of developing comprehensive leadership learning outcomes was a large one. First, we had to understand what we were trying to measure. Were they standards, outcomes, competencies, or something else? After understanding what each of these concepts meant, we determined that competencies fit the best as it includes knowledge, skill, and behavior

of an individual related to a particular concept. We began creating the list of competencies by each compiling a list of knowledge, skill, and behavior competencies using CAS standards and *Learning Reconsidered* learning outcomes. Each of us looked at these two documents and developed a list of what was relevant and appropriate for our programs. We then added other competencies from concepts that are integrated into our leadership programs and came together to compare lists and create version 1 of the Student Leadership Competencies.

After the competencies were developed, we then created a self-reporting 4-point Likert-scale assessment for each competency that asked students to indicate if their participation in an event or experience contributed nothing, a little, somewhat, or a lot to their development of a particular competency. We realize the limitations in both self-reporting as well as the potentially subjective language of a little, somewhat, and a lot. However, the self-reported nature can help us understand if students believe they are developing a particular competency as some competencies can be hard to objectively evaluate. In addition, there is an intuitive nature in the scale progression with the words, a little, somewhat, and a lot, even if they are not objectively defined. We then began to construct statements to measure the

outcomes trying to make sure that we were measuring what we wanted and intended to measure.

We piloted the first iteration of the assessment measures of the Student Leadership Competencies with various leadership programs on our campus including the Arizona Blue Chip Program (a 4-year co-curricular program), the National Collegiate Leadership Conference, 14 different leadership courses for credit, and the A T L A S Leadership Certificate Program. The initial findings garnered great feedback for program enhancement and aligned with our intended learning outcomes for these programs.

After this data was collected and reviewed, we began the process of comparing the original version of the Student Leadership Competencies to learning outcomes from a variety of academic accrediting organizations to understand how our leadership competencies may align with their learning outcomes. In doing this

process, we discovered a number of learning outcomes these organizations had related to leadership that were not part of the Student Leadership Competencies that led us to add a number of new competencies. Some of these new competencies are actually addressed in our leadership programs but were not included in the first version of the Student Leadership Competencies. We

attribute this to the fact that some competencies are embedded so deeply in our programs that having never measured them before, it was easy to miss their existence in creating our first list of competencies. After finalizing version

The initial findings garnered great feedback for program enhancement and aligned with our intended learning outcomes for these programs.

1.1 of the Student Leadership Competencies, we then began to reformat the competency measurements we had previously created and construct measurements of the new competencies. In doing this process, we had to continually ask ourselves the following questions:

“Does it measure what we want?” Our first version of the Student Leadership

(Continued on page 7)

Competencies had a competency of understanding personal values, oral communication, research skills, and appropriate interaction with others, and did not need to be re-measured in the singular context of searching for a career.

Competencies had a competency of "Possesses administrative skills." After piloting the measurement of this competency and reflecting on its ability to measure what we wanted, we decided that we did not know exactly what constituted administrative skills and thus could not measure if a student had developed a competency in this area. We then changed this to "Organizes materials in an effective manner" believing that the skill of organization is more defined and tangible than that of administrative skills.

"Does it try to measure more than one thing?" We found a few of our original measurements included two distinct variables that made it impossible to understand which variable we were measuring. For instance, we originally had the competency "Understands issues and causes of social injustice." It became clear that issues and causes are not the same concept and trying to measure both in one competency measurement would mean that we could not discern what we were measuring.

"Do we want to measure it?" The original version of the Student Leadership Competencies included competencies related to career development. We then determined that the skills we wanted students to develop in the area of career development were already in the competencies, such as

In addition, we went through every competency to determine if it was related to knowledge, skill, or behavior. We developed a standard

language set for each of these three and applied it to the statement associated with the competency. For instance, any competency measuring skill stated that participating in a certain event/experience increased their ability to engage in that competency. For knowledge, it was to increase their knowledge, and for behavior it was to encourage them to engage in that behavior.

After designing the measurements, we then returned to the competencies and made any additional adjustments necessary to match the measurements. We then clustered the competencies under headings.

Version 1 of the Student

Overall, this process has been challenging and has taken time and a critical lens.

Leadership Competencies had 18 clusters, between 1 and 7 specific competencies for each cluster, and 60 specific competencies total. Version 1.1 has 11 clusters, between 4 and 11 specific competencies for each cluster, and 69 specific competencies total.

Overall, this process has been challenging and has taken time and a critical lens. Although the completion of version 1.1 is an improvement over version 1.0, we believe that developing leadership competencies and measurements is a process. Version 1.1 of the Student Leadership Competencies and their measurements are available for use and are posted on our website at www.leadershipandsocialchange.org.

References

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higher education (6th ed.).
Washington, DC: Author.

Dr. Corey Seemiller is the Director of Curricular Leadership and Tom Murray is Coordinator of Social Justice Education and Leadership Training at The University of Arizona. Both work with a variety of leadership programs including the Arizona Blue Chip Program, the ATLAS Leadership Program, the National Collegiate Leadership Conference, leadership courses for credit, the Leadership & Involvement Transcript, the Equiss Social Justice Retreat, and the LINX Leadership Network.



CAS

Student Learning and Development Outcome Domains for Student Leadership Programs

Knowledge acquisition, integration, construction, and application

- understanding knowledge from a range of disciplines
- connecting knowledge to other knowledge, ideas, and experiences
- constructing knowledge
- relating knowledge to daily life

Cognitive complexity

- critical thinking
- reflective thinking
- effective reasoning
- creativity

Intrapersonal development

- realistic self-appraisal, self-understanding, and self-respect
- identity development
- commitment to ethics and integrity
- spiritual awareness

Interpersonal competence

- meaningful relationships
- interdependence
- collaboration
- effective leadership

Humanitarianism and civic engagement

- understanding and appreciation of cultural and human differences
- social responsibility
- global perspective
- sense of civic responsibility

Practical competence

- pursuing goals
- communicating effectively
- technical competence
- managing personal affairs
- managing career development
- demonstrating professionalism
- maintaining health and wellness
- living a purposeful and satisfying life

Supporting Leadership Development Approaches

| Analyze | Design | Develop | Implement | Evaluate |
|--|---|---|--|--|
| <ul style="list-style-type: none"> Leadership Training Needs Analysis (Based on Wisconsin Leadership Process Model) | <ul style="list-style-type: none"> Classroom-Based Training (Standardized) | <ul style="list-style-type: none"> Standardized content and learning activities for classroom and web-based training | <ul style="list-style-type: none"> Trainers and Facilitators with Relevant Subject Matter Expertise, Work Experience, and Facilitation Skills | <ul style="list-style-type: none"> Reactions-Based Training Evaluation (Short-Term) |
| <ul style="list-style-type: none"> Job Analysis | <ul style="list-style-type: none"> Web-Based Training (Standardized) | <ul style="list-style-type: none"> Customized content and learning activities for coaching, mentoring, special projects, experiential) | <ul style="list-style-type: none"> | <ul style="list-style-type: none"> Learning-Based Training Evaluation (Short-Term) |
| <ul style="list-style-type: none"> Leadership Practices Inventory (Self) | <ul style="list-style-type: none"> Coaching Program (Customized) | <ul style="list-style-type: none"> Training focused on hands on learning rather than theory | <ul style="list-style-type: none"> | <ul style="list-style-type: none"> Behavior-Based Training Evaluation (Biannually, Medium to Long-Term) |
| <ul style="list-style-type: none"> Leadership Practices Inventory (Observers) | <ul style="list-style-type: none"> Mentoring Program (Customized) | <ul style="list-style-type: none"> | <ul style="list-style-type: none"> | <ul style="list-style-type: none"> Results-Based (Annually, Medium to Long-Term) |

| Analyze | Design | Develop | Evaluate |
|--|---|---|--|
| <ul style="list-style-type: none"> • Past Annual Performance Reviews | <ul style="list-style-type: none"> • Leadership Development Interest Groups | <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • Leadership Practices Inventory (Self) |
| <ul style="list-style-type: none"> • MBTI Assessment | <ul style="list-style-type: none"> • Special Projects (Unit and University-Level) (Customized) | <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • Leadership Practices Inventory (Observer) |
| <ul style="list-style-type: none"> • DiSC Assessment | <ul style="list-style-type: none"> • Experiential Training Programs (Customized) | <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • Goal Achievement, Leadership Development Action Plan |
| <ul style="list-style-type: none"> • Learning Style Assessment | <ul style="list-style-type: none"> • Determination of Annual Schedule of Leadership Development Programs | <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • Leadership Simulation Evaluation |
| <ul style="list-style-type: none"> • Past Professional Development Action Plans | <ul style="list-style-type: none"> • CEU credits for Completion of Programs | <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • Link Leadership Evaluation Results Back to Analyze Phase |
| <ul style="list-style-type: none"> • Leadership Development Action Plan (Based on Wisconsin Leadership Process Model) | <ul style="list-style-type: none"> • Align Performance Evaluation, Reward and Recognition, and Pay Systems with Leadership Development Action Plan | <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • |