UNIVERSITY OF MINNESOTA

University of Minnesota’s leadership education is developed in student affairs, academic affairs/departments, and President’s office. UMN has two leadership centers on-campus.

CO-CURRICULAR PROGRAMS

Programs have been in existence for 25 years.

- Leadership Conference
- Leadership Retreat
- Leadership Lecture/Workshop Series
- Positional Leader Training
- Community Service Immersion
- Emerging or New Leaders Program

TARGET AUDIENCE

- All students
- Students with specific leadership roles or positions
- Students with certain characteristics (e.g., first year students, Greek students, Asian American Students, engineering majors)

PROGRAMS PERSPECTIVES

- Leadership can be learned
- One must be ethical to be a leader

KEY LEARNING OUTCOMES

- Personal skill development
- Work effectively in groups
- Make changes at the systems level
- Use specific organizational skills (e.g., agenda setting, public speaking, member recruitment)

THEORIES USED TO INFORM CO-CURRICULAR LEADERSHIP DEVELOPMENT

- Behavioral/situational/contingency theories (e.g., Hersey & Blanchard, Kouzes & Posner)
- Transactional/Transformational leadership (e.g., Burns, Bass)
- Servant leadership/stewardship/followership (e.g., Greenleaf, Block, Kelly)
- Authentic leadership (e.g., Avolio; Gardner; George; Luthans)
- Emotionally Intelligent Leadership (e.g., Goleman; Allen, Haber-Curràn, & Levy Shankman)
- Social Change Model of leadership development (e.g., Astin & HERI)

PROGRAMS AT UMN FOCUS ON

- Leadership training or skill building
- Leadership education, which addresses leadership theories, models, and approaches.
- Leadership development (personal development and growth)

PROGRAMMATIC EMPHASIS

- Apply theory to personal practice of leadership
- Encourage students to critically reflect on their experiences
- Promote students’ applying what they have learned
- Serve as a vehicle to teach leadership responsibility
- Base their curriculum on theoretical models of leadership development
- Combine intellectual development with experiential learning
- Encourage political involvement

CURRICULAR PROGRAMS

UMN offers a leadership minor housed in the College of Education and the School of Public Policy. UMN offers stand-alone leadership courses.

INDIVIDUALS INVOLVED

- Undergraduate Student Teaching Assistants
- Graduate Assistants/Teaching Assistants
- Adjunct/Part-time/Term faculty
- Tenured/Tenure-Track Faculty
- Student Affairs Professional Staff
- Academic Affairs Staff
- Community Members
- Alumni

THEORIES USED TO INFORM CURRICULAR LEADERSHIP DEVELOPMENT:

- Behavioral/situational/contingency theories (e.g., Hersey & Blanchard, Kouzes & Posner)
- Influence/Charisma theories (e.g., Weber, House & Bass)
- Transactional/Transformational leadership (e.g., Burns, Bass)
- Authentic Leadership (e.g., Avolio; Gardner; George; Luthans)
- Emotionally Intelligent Leadership (e.g., Goleman; Allen, Haber-Curràn, & Levy Shankman)
- Social change model of leadership development (e.g., Astin & HERI)
- The Relational Leadership Model (e.g., Komives, Lucas, & McMahon)
- Leadership Identity Development Model (e.g., Komives et al.)
- Adaptive/Chaos/Complexity leadership (e.g., Hefetz, Wheatley, Ulh-Bien)
- Organizational/systems theories (e.g., Senge, Lioman-Blumen, Yuki)
- Personal development: Covey
- Personal development: MBTI
- Personal development: StrengthsFinder, VIA
- Critical social theory (e.g., Bell, Delgado, Freire)

PROGRAM DESCRIPTORS

- Civic/social change focus
- Organizational focus

SPECIAL THANKS TO THE C. CHARLES JACKSON FOUNDATION