CO-CURRICULAR PROGRAMS

Approximately 2,100 Participants. Programs have been in existence for 15 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 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

- Historical perspectives on leadership
- Personal skill development
- Work effectively in groups

PROGRAMS AT UI 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 social responsibility
- Base their curriculum on theoretical models of leadership development
- Combine intellectual development with experiential learning

THEORIES USED TO INFORM CO-CURRICULAR LEADERSHIP DEVELOPMENT

- Behavioral/situational/contingency theories (e.g., Hersey & Blanchard, Kouzes & Posner)
- Influence/Charisma theories (e.g., Weber, House & Bass)
- Servant leadership/stewardship/followership (e.g., Greenleaf, Block, Kelly)
- Emotionally Intelligent Leadership (e.g., Goleman, Allen, Haber-Curran, & Levy Shankman)

CURRICULAR PROGRAMS

Ui offers a leadership certificate program housed in Leadership Studies. Ui offers stand-alone leadership courses.

INDIVIDUALS INVOLVED

- 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:

- Great man/traits theories (e.g., Stogdill & Gibb)
- 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)
- 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-Curran, & Levy Shankman)
- Social change model of leadership development (e.g., Astin & HERI)

PROGRAM DESCRIPTORS

- Connects to the co-curriculum
- Civic/social change focus
- Management focus

THEORETICAL FRAMEWORKS

- The Relational Leadership Model (e.g., Komives, Lucas, & McMahon)
- Leadership Identity Development Model (e.g., Komives et al.)
- Adaptive/chaos/complexity leadership (e.g., Heifetz, Wheatley, Uhl-Bien)
- Organizational/systems theories (e.g., Senge, Lipman-Blumen, Yukl)
- Personal development: MBTI
- Personal development: StrengthsFinder, VIA

SPECIAL THANKS TO THE C. CHARLES JACKSON FOUNDATION