

# leadership



## **What is leadership?**

Over the years, leadership has meant different things to different people. First, however, we must distinguish leadership from leading, or being a leader. While being a leader, or leading groups, is an admirable goal, it does not recognize the other participants who may be impacted by leadership efforts. **Leadership is a process through which groups of committed people with a common purpose seek to create change.**

Over the years, popular culture has looked at leadership in many ways. In the mid-1800's, leadership theories were of the "Great Man" school of thought. Theorists thought that leaders were born, not made. They felt that being a leader was based on a Darwinist way of thinking—survival of the fittest. Great women like Joan of Arc and Catherine the Great were seen as exceptions to the rule, very rare exceptions. Other thoughts during this time were that leaders were people "at the right place during the right time" or that some people are better or more right because of their positions of power (i.e. boss will always know more than worker).

Trait theorists from the first part of the twentieth century looked to find the behaviors or personality factors that made some people better leaders than others. Some of these traits included height, intelligence, fluency of speech, and head size.

Behavioral theorists dominated the 1950's and 1960's. They believed that leadership was best studied through managerial and psychological studies of effectiveness and job-related behaviors. One of the key developments that came of this time was the finding that leaders who value people and processes as well as outcomes and goals would be most effective.

Situational Leadership concerns how leaders act in various situations. Theorists of this field believe that leaders must act differently depending on the situation and that the situation determines who will emerge as a leader. However, this framework came out of vogue in the early 1980's as theorists like James MacGregor Burns put forth theories that spoke of transforming leadership, leadership for purpose, and leadership as a process. Leadership became the centerpiece of discussion, making the study less about the person and more about the process.

Today, models like the Social Change Model of Leadership Development and the Relational Leadership Model are widely used in both higher education and political settings. Leadership theories continue to evolve as our ways of understanding how individuals interact grow. For example, the widespread use of internet communication has so changed how we as a society interact that theories like the Chaos theory evolved with the idea that the world is a complex system of networks.

## Leadership Today

So much has changed; we look at leadership differently than our parents and our grandparents. Students likely will look at leadership differently than their faculty and advisors. But this does not keep all of us from striving to create the optimal experience here at Barnard College.

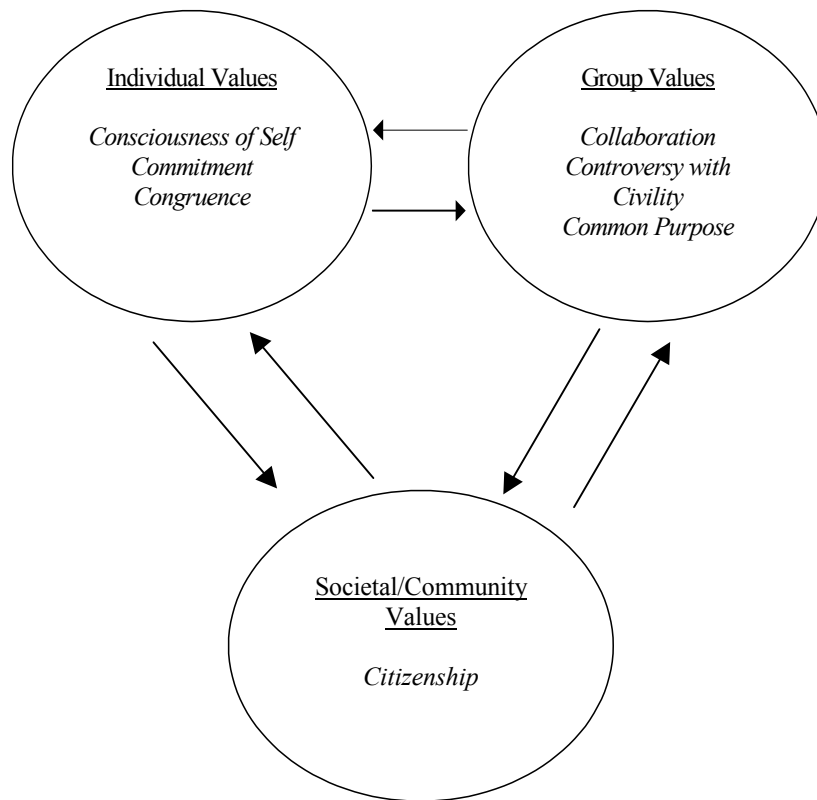
Leadership isn't just running a meeting or making rules—though that might be part of it. Leadership is more than that; leadership is a philosophy. Just like any philosophy, one must be committed to the idea in order for it to work.

We believe that leadership has three parts: a group of committed individuals, purposefully engaging, to create change. This means that any group of students who come together for the purpose of designing a newspaper, building stronger relationship with alumnae, or even hanging out while practicing juggling have the potential to engage in leadership. When the newspaper staff pushes the campus to support diversity, when students contact alumnae to build student networks, and when the juggling club strives to make juggling a more accepted form of athleticism, each group is creating change.

***Leadership:  
A group of  
committed  
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create change.***

# SOCIAL CHANGE MODEL OF LEADERSHIP DEVELOPMENT

There are many models of leadership in the world today that hope to guide you in leading your group. This is one model that we have found particularly helpful in modeling effective group communication.



*Higher Education Research Institute. (1996). A social change model of leadership development. (3<sup>rd</sup> ed.). College Park, MD: National Clearinghouse for Leadership Programs.*

### **The Social Change Model of Leadership**

**Development** was developed at the University of California at Los Angeles through a grant from the Dwight D. Eisenhower Leadership Program at the United States Department of Education. The conceptual model was created by a “working ensemble” who wanted to design a model of leadership for a new generation of leaders who initiate social change.

Research on successful leaders suggests a concept of effective leadership which emphasizes collective action and shared power rather than “command and control,” and which requires a passionate commitment on the part of the “leader” to social justice.

Traditional leadership models tend to be hierarchical, driven by the concept of a designated “leader” who provides “the follower” with vision, energy, and whatever resources are needed to achieve the desired goals. These models are based on the values of power, competition, and rewards. This model sees leadership as a process predicated on the values of equity, inclusion, and service.

The notion of leader as change agent and of leadership as collective action to effect social change suggests that a conscious focus on values should be at the core of any leadership effort. Leadership development should focus not only on the value implications of any proposed social change, but also on the personal values of the “leaders” themselves.

The model is comprised of 7 values—the “7 C’s.” The values are grouped into individual (those values that affect you as a person), group (values that affect the collective you’re working with), and societal (our responsibility to our various communities).

The individual values are explained below:

**Consciousness of Self:** Being aware of the values, emotions, attitudes, and beliefs that motivate one to take action, including how one understands others.

**Commitment:** This implies intensity and duration. It requires a significant involvement and investment of one’s self in the activity and its intended outcomes. It is the energy that drives the collective effort.

**Congruence:** This means thinking, feeling, and behaving with consistency, genuineness, authenticity, and honesty towards others as well as your own values.

The group values are:

**Common Purpose:** To work with shared aims and values. It requires that all members of the group participate actively in articulating the purpose and goals of the leadership development activity.

**Collaboration:** The value of collaboration brings together the diversity of multiple talents and perspectives of the group. In order for a group process to be successful, each person must contribute to the overall success of the endeavor.

**Controversy with Civility:** This recognizes two fundamental realities of any group effort: that differences in viewpoint are inevitable and valuable, and that such differences must be aired openly but with civility.

The societal value is:

**Citizenship:** This describes the process whereby the self is responsibly connected to the environment and the community. It acknowledges the interdependence of all involved in the leadership effort. Citizenship thus recognizes that effective democracy involves individual responsibility as well as individual rights.

*Helpful Questions To Stay On Track...*

- When I am a part of a group, what kind of personalities do I work best with? How do I work effectively with those that I'm not as comfortable working with?
- What are my values? In tough situations, at what point do I give in and do what is easy as opposed to what my values say I should do?
- In my group, how much time do we spend at the beginning of each meeting setting goals for our time together?
- Does everyone in my group feel included? Involved? Integral to our cause?
- When conflict arises in my group, do we talk about it openly and honestly, or do we let it fester until it gets unbearable and then discuss?
- What effect is my group seeking to have on our world?

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Being a student leader is less about acclaim and something good to go on your resume and more about what good you can do for those around you. Each year, talented Barnard and Columbia students accomplish great things: bringing back a Barnard tradition, feeding the homeless through a program she thought of one Saturday night, helping 500 new students feel connected to their new school, or tabling outside Lehman Hall for human rights.

Sure, it will be stressful, and we can guarantee that you'll get tired. However, we can also guarantee that you will not leave this place empty-handed. You will graduate from Barnard College and Columbia University as a person who has a deep understanding of herself and a commitment to continue to grow as a person.

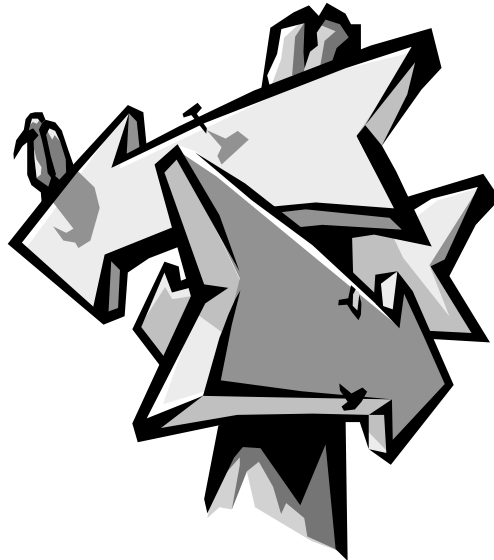
All of these things leadership can give you. What leadership can't give you is purpose. You have to find within yourself the drive to create change, to grow as a person, and to act on your commitments.

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We present the preceding ideas to you as a means of better organizing your thoughts and actions. Leadership frameworks are just that—a way to help you view your leadership efforts in a more concise, objective way.

The College Activities Office is excited to help you through this process as a person and in your groups. We are available to talk you through any activity, to come to your organization meeting or retreat and present a workshop or facilitate a discussion.



## Why are YOU involved in your group?

Before developing goals and planning events for the new year, it is helpful as a leader to first understand why you or someone in your organization wants to be involved. Understanding motivations for group members is a key to leadership. The information is especially helpful when recruiting new members. Following is a list of reasons individuals may choose to get involved or join a group:

- Wanting to make a lasting contribution to their community.
- A place to show talents or a forum to share ideas.
- Acquiring and developing new skills and interests.
- Feelings of value.
- Building identity and credentials in a field.
- Learning about new career and organizational responsibilities.
- Making new friends.
- Participating in special opportunities.
- Information and knowledge gain.
- Prestige and publicity.
- A chance to test capabilities or challenge oneself.
- Being involved in decision making matters of concern.

Some of these reasons may be the same reasons that you initially joined your group. However, any committed person involved in a leadership effort should take plenty of time for personal reflection on why she or he is involved, motivated, and active.

***Leaders are self-aware, committed, motivated, goal-driven, inclusive, ethical, and process-oriented collaborators.***

As a leader, one of your most important responsibilities is to assess the needs of the group. To start, determine what motivates your peers to participate in the group and delegate to them in ways that they feel challenged and supported. The following are suggestions about ways in which you can provide this combination of challenge and support.

**Ways to challenge:**

- Respect individual differences—learn about each other.
- Allow your peers to complete tasks in their own ways.
- Utilize everyone’s talents. Find out what people enjoy doing and delegate accordingly.
- Know individual goals and expectations, and delegate accordingly.
- Plan for accountability. Let everyone in the group know they are accountable for the entire organization.

**Ways to support:**

- Know people’s strengths, weaknesses, fears, and levels of maturity. Do not push too far beyond what they are comfortable doing.
- Provide adequate information and resources. This is especially important when someone is taking on a task for the first time.
- Don’t sweat the small mistakes. Group members need to know they are trusted and even if they make mistakes, they will continue to be valuable.
- Communicate expectations and deadlines clearly.
- Share constructive feedback and solicit reactions from individuals.
- Recognize achievement. Let your peers know, publicly and privately, that their contributions are appreciated.
- Ask for and receive feedback from the organization. By hearing from others, you will be able to increase your strengths and improve your weaknesses.
- Work along with the members of your organization.

**MOTIVATION!**

A group is only as strong as its members are motivated. Although individuals are responsible for motivating themselves, leaders must create an environment that promotes motivated members. Here are a few suggestions of what you can do throughout the school year to contribute to the group's momentum.

**Establish Identity:** It is important to help members establish their own identities within the group so they are comfortable participating. This identity can be established through retreats, informal get-togethers, meetings that include all members, etc.

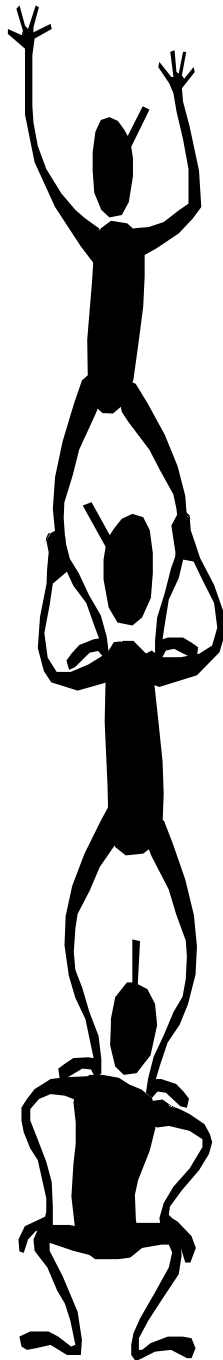
**Make A Connection:** A connection forms when members realize their common goal. You can get a sense of members' goals and create a connection by asking questions such as:

- What expectations do you have of the group?
- What inspired you to participate?
- What do you hope to accomplish by being a part of this group?

**Share Power:** Many leaders feel power is a resource that must be rationed and that no one in the group should have as much or more power than them. But when looking at a truly effective group or organization, you will often find that the group shares power. A leader who empowers her members gives the group more power to work towards common goal(s).

## **Motivating Others...**

Here are some "basics" to help get you started. As you become a more experienced leader, you will surely add to this list! Much of your role will depend on self-reflection. As you read and brainstorm about what motivates members, ask yourself what motivates you...



#### **People are motivated...**

- To meet and fulfill their needs. Know what those needs are!
- When they receive positive feedback for their work. Recognize achievement and contributions!
- By goals. What are their expectations? Solicit reactions and input!
- When they are empowered by the group. Create a welcoming, challenging, and supportive environment!

#### **Techniques to use are...**

- Model self-leadership. Be a go-getter – it's contagious!
- Reward self-leadership both publicly and privately!
- Encourage others to set personal goals - they're as much a part of the process as you!
- Promote positive thinking - express your confidence in others!
- Reward and constructively critique - support and challenge your group!

*From On Leadership, J.W. Gardner, chapter 17.*

# BURN-OUT

What is burn-out? For many people, burn-out is the process of disillusionment in some activity, be it academics, a student organization, or work. The following model of the stages of burn-out are taken from a model for helping professionals, but is certainly applicable to student leaders. Remember: some people *never* go through burn-out, so this may not be relevant to all!

## STAGES OF BURN-OUT

1. **Enthusiasm:** the initial period of high hopes, high energy, and untested expectations, when one has not encountered tough situations relevant to this experience.
2. **Stagnation:** the person is still engaging in the activity, but it is no longer thrilling as to substitute for everything else in life. Enough of reality has come through to make one feel that it might be nice to have leisure time. The emphasis now is on meeting one's personal needs.
3. **Frustration:** the person begins to call into question his or her effectiveness in doing the activity and the value of the activity itself.
4. **Apathy:** the typical and very natural defense mechanism against frustration. This occurs when a person is chronically frustrated with an activity, but cannot stop doing that activity because of commitment. This means putting in the required time, avoiding challenges, and seeking to keep from endangering the secure position that compensates for the loss of satisfaction.
5. **Intervention:** whatever is done in response to or in anticipation of enthusiasm, stagnation, frustration, or apathy. Intervention breaks the cycle.

#### Intervention by Stages

- 1. Enthusiasm.** *Realism* may be your best bet to head off burn out before it begins. Be honest with group expectations, check in frequently with members, talk frequently about the realism of expectations.
- 2. Stagnation .** Create *movement*.. Further education and other interventions to get a stalled activity going again are useful.
- 3. Frustration.** Give your members the feeling of *satisfaction*. The energy of discontent creates the possibility of change. Creating systems of appreciation and reward are especially useful in this stage.
- 4. Apathy.** If a person cares enough to be disappointed, there is a way to turn that feeling around. Get that person *involved!* For example, a student leader could remind his or her peers why the organization exists and what purpose it serves and solicit volunteers to assess the effectiveness of the organization.

The burn-out cycle is deadly; it can lay claim on the people involved in a group activity at various points in time for each individual. It is especially important then, for various kinds of intervention to be going on simultaneously so that each person involved has the constant support that they will need.

# Team Building, Mission Statements, & Goal-Setting

“Team building” forms individuals into a group that shares:

- Agreement on what you are working toward (goals).
- Agreement on the steps to accomplish your goals (objectives).
- Agreement on the specific roles of each person.
- Open communication and commitment to other members.

For your group to work together effectively, you all need to feel comfortable around each other. The more you know and appreciate one another, the better you will work together.

Team builders, as an activity, is just one way to help form a cohesive group. We have all been through countless “icebreakers” – these should really serve a purpose! Never plan an icebreaker or a team builder unless there is a specific purpose behind what you are doing. Each activity should be tailored to the needs of the group at that time; they should never be done “just to be done.”

## **DEFINITION:**

**ICEBREAKER:** a group activity that helps energize, welcome, or help get a group to know each other on a basic basis.

**TEAM BUILDER:** a group activity that takes asks a group to come together and practice the ideals of common purpose, goal setting, and conversation. Takes “getting to know each other” to a higher, deeper level.

### **RESOURCE ALERT!!!**

The College Activities Office has a library of books that contain *thousands* of team-building activities. Take a few minutes, stop by, find one you like, or consult with your advisor to find the right activity for your group!

**VISION** is the ability to look forward in planning. It is helpful to have vision for your organization or effort as you begin the planning process for any initiative. Some helpful questions to ask might be:

- What is your vision for the organization?
- Who is involved in your vision?
- Who are the others that can help in your vision?

Keep in mind that your personal vision may be different from the collective vision!

Each of us has **VALUES** and ideas we bring to our organizations. Ask individuals to write down their values individually, then have them think about the values that others in your organization might have. These will serve as a springboard for a conversation so you can write a mission. Not everyone's values will be reflected in the mission but the values that are reflected in the mission should be ones that everyone in the organization agrees upon.

Writing a **MISSION STATEMENT** should be a collective process. Taking everyone's visions, start a conversation and begin drafting a mission statement. A mission statement should be no more than three to four sentences. It should give a broad description of what your organization is about. While a mission may change from year to year, ideally, it should be long-lasting. If you already have a mission statement for your organization, make sure it is revisited every year. Members of your organization should be on board with the mission since it should guide all of your actions throughout the year.

Writing a mission can be a long process, so be patient. Words and semantics are important when drafting this!

## **What Can Goals Do For An Organization?**

Starting a new school year as a member of an organization is exciting. Many will come to the first meeting overflowing with ideas and ready to execute them all! Before you dive into these projects, though, let's take a small step back. You've taken the time to explore what has brought everyone together and have devised strategies to maintain people's motivation.

The next logical step would be to draft the group's goals, right? Prior to making a list of what these are, though, it will be worth the group's time to discuss what goals can do for the organization. This insight and understanding contributes to the focus you'll need in your goal-setting process.

### ***What Goals Can Do For YOUR Organization:***

- Help define the organization.
- Give direction to the organization by creating a shared vision.
- Clarify responsibilities.
- Increase communication.
- Help motivate members.
- Inform new members of the mission of the organization.
- Provide the basis for evaluating and recognizing the success of the organization and its members.
- Facilitate future planning and preparation.

## **Assessment and Goal Setting**

In your organization's constitution, you will find a stated purpose. Whether it be to provide fun and entertainment or to educate the community, you have a purpose and reason for existing. Similarly, it is important to begin a programming process with established goals and an assessment of the needs of the population you wish to serve.

**Assessment:** If your goal is to educate the community, determine if the community needs this education (you can do this through informal conversation, surveys, or questionnaires). Even planning a simple party should begin with this step because you need to know what kind of party people want and will attend. Be careful not to only ask your friends, because people tend to associate with others whose interests are similar to their own. Try to get a representative sample. With this knowledge, you can begin to set goals for the program.

**Goal Setting:** With assessment established, you can set your goals. For example, if you discovered that Barnard students are unaware of the issues you were planning to discuss, your goal may be to increase awareness. If you are planning a dance, your goal may be to help people meet others and to relieve stress. Programs can have many different goals including raising money, educating the campus, making a statement, celebrating an occasion, having fun, or saying "thanks" to everyone in the organization. Once you are able to articulate why you are programming, planning will become focused. You are then ready to develop a vision, budget, timeline, and checklist. Delegation of tasks is next!

Frequently, the difference between a productive and nonproductive organization is that a productive organization has a shared statement of purposes and clearly articulated goals and objectives. A nonproductive one does not. Although it may seem redundant or a waste of time to talk about your organization's purpose, goals, and objectives each year, you will find it pays off.

***Goals and objectives are like the  
MTA Maps in a subway car,  
without them, you'll be lost!***

Active participation is the key to successful leadership. Involvement in a discussion of group goals provides a better orientation of members to the role and purpose of the group, gets group members motivated, and increases the likelihood of continued commitment to the organization and its program.

### **GOAL SETTING**

Why an integrated, collaborative approach to goal setting and planning your year? A few reasons:

- Goal setting with your organization will allow your members to have a shared vision and input into the direction of the organization, leading to a more motivated group.

- Planning without set goals can lead to duplication in efforts, disorganization, and frustration.
- An integrated plan allows your organization to evaluate how it is doing throughout the year.

Within the framework of the Social Change Model of Leadership Development, use the questions below to assess expectations regarding your organization. You can use these questions as the basis for a group discussion so that you can proceed with a shared vision for your organization.

**Self:** What goals do I have for our organization?

**Group:** What goals do other members of the group have for our organization?

**Society:** What does the campus or community expect from us?

Responses to these questions could fall in various categories, such as group and team development, programming, production of a product, or advocacy. It is important to recognize that depending on your organization's mission, some areas may take priority over others. It could also be that your organization would like to improve in a certain area and make that area the focus of your year.

Once you have established your goals for the year, it is time to begin devising a plan to succeed! The next questions to consider are:

- **How will we achieve our goals?**
- **What mechanisms are already in place to achieve?**
- **What obstacles might we face?**
- **Who is going to take responsibility for each piece?**
- **Are these goals realistic?**
- **How will we measure success?**
- **What other groups/organizations can/will help?**

## Conducting Productive Meetings

Meetings are an important aspect of any group. They provide the most practical and democratic method for involving all members and accomplishing tasks.

We all know that meetings can be long, dull, and unproductive, as well as frustrating at times. Few people enjoy sitting through long and drawn-out meetings where little gets done. Whether your group needs formal business meetings or informal discussions, a good leader should encourage maximum participation to keep members' interest. The following are some effective ways to run successful meetings. All you need is planning and foresight!

### 1. Before the meeting is called

As a student leader, many aspects of your life will make demands on your time. In planning meetings, the last thing you want to do is waste time.

- *What is the purpose of the meeting?*
- *What do you want the members of your group to do and why?*
- *Are there barriers or reasons for resistance?*
- *Are the people who need to come to the meeting able to attend? If not, why?*
- *What preparations have you made?*
- *How will you evaluate the meeting?*

In reflecting on these questions, you will be able to make a sound judgment call as to whether or not a meeting should be called, when it can feasibly occur, who needs to (and is able) to attend, and what things you need to consider in preparation. Remember the goal is an effective and productive meeting!

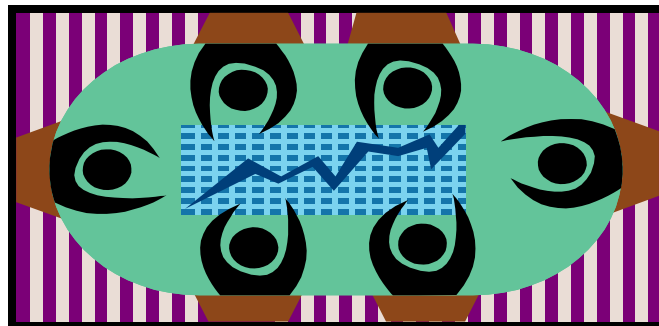
## 2. Planning the agenda

Planning an efficient agenda is the best way to ensure that meetings are expedient, yet thorough. An agenda is normally developed by the officers and should be done at least one day before the meeting in order to allow time to obtain any material, information, or resources that may be needed. An agenda should represent specific objectives for a meeting.

## 3. During the Meeting

It isn't enough to have a solid agenda. Along with the idea of creating a challenging and supportive environment, is the notion of establishing one that is conducive to productivity:

- Develop a positive atmosphere. Get the meeting room early to ensure that the room setup is appropriate for the type of meeting you are going to conduct (e.g. rows for a large meeting or a circle for a discussion group) and that you have all the equipment you will need.
- Start on time.
- Ensure that everyone knows each other. Use icebreakers if necessary.



# BRAINSTORMING

**Brainstorming** often seems superfluous in the programming process. However, it helps to define a program and allows individual members of an organization to play an important part in the planning process. It is an excellent way to bring a group together because the brainstorming process encourages everyone to participate. It is also an opportunity to generate new energy and ideas. Once the goal is set for an event, brainstorming should be an open expression of all the possibilities for achieving the goal, no matter how outrageous.

A hint about brainstorming: it is a good idea to have a few seed ideas to start the thinking process going. You must, however, go in with an open mind to other ideas as well. With a blackboard or writing pad, record all of the ideas so that everyone can see them. Let the energy and fun emerge as people ponder ways to meet the goal.

# BRAINSTORMING

## **Here are some suggestions to help facilitate the process:**

- Everyone should come up with as many ideas as possible.
- All ideas are good and must be recorded.
- No one can comment or evaluate an idea until after the session is over.
- Be spontaneous; just call out ideas.
- Piggybacking on others' ideas and being "far out" or silly is strongly encouraged! You can even ask the group, "What's the most outrageous thing you can think of related to the topic?"
- Enjoy silences – often the best ideas come out of them.
- If you get stuck, try stepping out of your typical way of doing things. Have everyone sit under a table and brainstorm! Often, just getting people in an open mindset will work!
- Be sure that you use your brainstorming ideas. There is nothing more unmotivating than never using the energy and ideas that were created through brainstorming.

Encourage people to speak up, even if the ideas seem impossible. Once all of the ideas are compiled, think about the goal again and assess which of the ideas will best fulfill the goal. If a number of ideas seem good, the group should research how much is involved and/or whether it is feasible, considering your organization's size, budget, and audience.

## **After brainstorming, narrow your options by asking:**

- Has it been done before? Check the organization's records or with the College Activities Office.
- Who is your potential audience or participants? Would students, faculty, or staff attend?
- Is it a theme that will work?
- What is the best location? Is the location appropriate?
- Are resources available?
- Would a band, act, or speaker work best?
- Is it offensive?
- Do you have enough time to plan the event? Do you have enough money in the budget?
- Are you and your organization willing to plan and work the actual event? Do not try to do it all yourself.

# Officer Transition...

One of your last responsibilities as a leader is to pass information about your group, about the College Activities Office, and about leadership in general on to your successor. You should prepare to do this in several ways:

## **Organize all written records.**

Prepare for your successor a notebook or binder that includes correspondence, minutes of meetings, notes on events, programming ideas, a copy of your budget, samples of publicity, and any other information you feel would be helpful.

## **Prepare a “Resource Sheet.”**

This should include the names, numbers, and addresses of people, offices, or vendors that have been helpful to you during your tenure. Introduce your successor to particularly important resource people.

## **Write a job description.**

The group's constitution should already include job descriptions and officers. If one does not exist for the officers, or if it needs to be updated, prepare it for your successor. Any changes in the constitution will need to be approved by the organization, so plan ahead.

## **Make written recommendations.**

In a brief report, review the year and record what you would change or do differently. Think about what you wish you could have known before you took on this position. By knowing your problems and mistakes as well as your successes, your successor will not have to re-learn the lessons that you have learned!

## **Leave your contact information behind!**

Always leave your contact information with current leaders of your organization...just in case.

After the necessary written records have been prepared, a transition meeting or retreat should be planned for old and new officers. The purpose of this meeting is to transfer information to new officers and to begin team building for the new year. If time allows, goal setting should also begin at this meeting.