WELCOME!

Have a seat, but don't unpack/get comfortable!

(you'll be moving soon)
Y'ALL READY FOR THIS?!!

Developmental Readiness in First-Year Leadership Education

Anna Casey
Jake Cohen
Matt Van Jura
WHO'S IN THE ROOM?

- Anna, Jake, & Matt
- Audience (name, office, why you decided to attend this session)
LEARNING OUTCOMES

By attending today's session, you will:

- Recognize the behaviors and attitudes of first year students, as these relate to stages of development described in the Leadership Identity Development (L.I.D.) Model and Social Change Model
- Utilize developmental readiness to inform future interventions with students.
- Assess opportunities for innovation in current or new leadership programs.

THE OHIO STATE UNIVERSITY
LITERATURE REVIEW

Multi-Institutional Study of Leadership (MSL)

Leadership Identity Development (L.I.D.) Model
2013 MSL Report

Developmental Sequencing/Readiness

Social Change Model
Developmental Readiness

(de-ve-ip-men-d re-dee-ness)
both the ability and motivation to attend to, make meaning of, and appropriate new knowledge into one's long-term memory structures.

Developmental Sequencing

(de-ve-ip-men-d see-kwen-sing)
The delivery of leadership development interventions in a manner that reflects increasing complexity of content and pedagogy that compounds and builds upon itself.

Accelerating Leadership Development

- The intervention you provide can be a "triggering event".
- What to look for:
  - Learning/Performance Skill Development
  - Life Skills
  - Psychological Development
  - Grit
  - Resilience
  - Mental Health

Why It Matters

- Leaders are made; there are no leaders who are born (or their equivalent in the field of leadership)
- Importance of "triggering events" on a person's life trajectory
- Logon: What if leadership were as easy to define and deliver as other skill development? (e.g. math, science)
- How to not be "stuck" in times of change
DEVELOPMENTAL READINESS
(dē-ve-lp-men-tl red-ee-ness)
both the ability and motivation to attend to, make meaning of, and appropriate new knowledge into one’s long-term memory structures.

Hannah & Lester (as cited in Avolio & Hannah, 2008, p. 337).
DEVELOPMENTAL SEQUENCING
(dē-ve-lp-men-tl see-kwen-sing)
The delivery of leadership development interventions in a manner that reflects increasing complexity of content and pedagogy that compounds and builds upon itself.

Avolio & Hannah, 2008
Accelerating Leadership Development

- The intervention you provide can be a "triggering event"
- What to look for:
  - Learning/Performance Goal Orientation
  - Efficacy
  - Adaptive/Maladaptive Reflection
  - Self Concept Clarity
  - Metacognitive Ability

(Aviolo & Hannah, 2008)
Why It Matters

If leaders are made, how are we as educators influencing the leaders our students become?

- Importance of "originating events" on a person's life narrative
- Ligon, Hunter, Mumford's study of 120 historical leaders (positive/constructive v. negative/destructive
- How is the brain "wired" in times of disequilibrium?

(2008)
Group Leadership Domain

Individual Leadership Domain

Societal Leadership Domain

THEN
LITERATURE REVIEW

Multi-Institutional Study of Leadership (MSL)

Leadership Identity Development (L.I.D.) Model

THE OHIO STATE UNIVERSITY
L.I.D. Model

6 STAGES

1. Elaboration
   - Comprehend machine
   - Read the instruction manu
   - Look at the diagram
   - Look at the discussion

2. Assumptions
   - Analysis: A, B, C, D
   - Assumption: E, F, G, H
   - Evaluation: I, J, K, L

3. Formulate
   - Write down the assumptions
   - Write down the elaboration
   - Write down the construction

4. Diagram
   - Draw the diagram
   - Label the diagram
   - Explain the diagram

5. Summarize
   - Summarize the assumptions
   - Summarize the elaboration
   - Summarize the diagram
<table>
<thead>
<tr>
<th>Phase 1</th>
<th>Accuracy</th>
<th>Operational</th>
<th>Learning</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Description</td>
<td>Description</td>
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<td>Description</td>
</tr>
<tr>
<td>Impact on mindset</td>
<td>Recognize the importance of evidence-based practice</td>
<td>Integrate evidence into practice</td>
<td>Incorporate evidence into practice</td>
<td>Identify evidence and integrate into practice</td>
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<tr>
<td>Impact on practice</td>
<td>Implement evidence-based practice</td>
<td>Apply evidence-based practice</td>
<td>Implement evidence-based practice</td>
<td>Use evidence-based practice</td>
</tr>
<tr>
<td>Impact on health</td>
<td>Enhance patient outcomes</td>
<td>Improve patient outcomes</td>
<td>Improve patient outcomes</td>
<td>Enhance patient outcomes</td>
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<table>
<thead>
<tr>
<th>Rearrange</th>
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### How It Works

<table>
<thead>
<tr>
<th>Parallels</th>
<th>Leafliness</th>
<th>Rootedness</th>
<th>Integrate in Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy</td>
<td>Compliance</td>
<td>Implementation</td>
<td>Integration</td>
</tr>
<tr>
<td>Structure</td>
<td>Development</td>
<td>Functionality</td>
<td>Mode of operation</td>
</tr>
<tr>
<td>Working environment</td>
<td>Environment</td>
<td>Environment</td>
<td>Environment</td>
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<tr>
<td>Externalized</td>
<td>Externalized</td>
<td>Externalized</td>
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<tr>
<td>Other concerns</td>
<td>Other concerns</td>
<td>Other concerns</td>
<td>Other concerns</td>
</tr>
</tbody>
</table>

### Hardwiring

- Analyze, synthesize, and communicate
- Implement evidence in practice
- Reflect on practice and evidence
- Continuously improve and adapt
<table>
<thead>
<tr>
<th>Stages</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Awareness</td>
<td>Exploration/Engagement</td>
<td>Leader Identified</td>
</tr>
<tr>
<td>Key categories</td>
<td>Transition</td>
<td>Transition</td>
<td>Emerging</td>
</tr>
<tr>
<td>Stage Descriptions</td>
<td>• Recognizing that leadership is happening around you</td>
<td>• Intentional involvements [sports, religious institutions, service, scouts, dance, SGA]</td>
<td>• Trying on new roles</td>
</tr>
<tr>
<td></td>
<td>• Getting exposure to involvements</td>
<td>• Experiencing groups for first time</td>
<td>• Identifying skills needed.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Taking on responsibilities</td>
<td>• Taking on individual responsibility</td>
</tr>
<tr>
<td>Broadening View of Leadership</td>
<td>• Other people are leaders; leaders are out there somewhere”</td>
<td>• “I am not a leader”</td>
<td>• “I want to do more”</td>
</tr>
<tr>
<td>Developing Self</td>
<td>• Becomes aware of national leaders and authority figures (e.g. the principal)</td>
<td>• Want to make friends</td>
<td>• Develop personal skills</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Identify personal strengths/weaknesses</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Prepare for leadership</td>
</tr>
<tr>
<td>Group Influences</td>
<td>• Uninvolved or “inactive” follower</td>
<td>• “Active” follower or member</td>
<td>• Narrow interests</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Engage in diverse contexts (e.g., sports, clubs, yearbook, scouts, class projects)</td>
</tr>
<tr>
<td>Developmental Influences</td>
<td>• Affirmation by adults (parents, teachers, coaches, scout leaders, religious elders)</td>
<td>• Observation/watching</td>
<td>• Affirmation of adults</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Recognition</td>
<td>• Affirmations (others see me as a leader)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Adult sponsors</td>
<td>• Role models</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Older peers as sponsors</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Adult sponsors</td>
</tr>
<tr>
<td>Changing View of Self</td>
<td>Dependent</td>
<td>Independent</td>
<td>Dependent</td>
</tr>
</tbody>
</table>

*Note: The table continues with additional details that are not fully visible in the image.*
<table>
<thead>
<tr>
<th>The KEY</th>
<th>4 Leadership Differentiated</th>
<th>5 Generativity</th>
<th>6 Integration/Synthesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transition</td>
<td>Shifting order of consciousness</td>
<td>Active commitment to a personal passion</td>
<td>Continued self-development and life-long learning</td>
</tr>
<tr>
<td>Recognition that I cannot do it all myself</td>
<td>Take on more complex leadership challenges</td>
<td>Accepting responsibility for the development of others</td>
<td>Striving for congruence and internal confidence</td>
</tr>
<tr>
<td>Holding a position does not mean I am a leader</td>
<td>• New belief that leadership can come from anywhere in the group (non-positional)</td>
<td>• Commitment to community of the group</td>
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</tr>
<tr>
<td>Learn to trust and value others &amp; their involvement</td>
<td>&quot;I need to lead in a participatory way and I can contribute to leadership from anywhere in the organization&quot;; &quot;I can be a leader without a title&quot;; &quot;I am a leader even if I am not the leader&quot;</td>
<td>• Awareness that leadership is a group process</td>
<td></td>
</tr>
<tr>
<td>Meaningfully Engage With Others</td>
<td>• Get control</td>
<td>I need to be true to myself in all situations and open to grow</td>
<td></td>
</tr>
<tr>
<td>Look to group resources</td>
<td>• Learn group and team skills</td>
<td>I know I am able to work effectively with others to accomplish change from any place in the organization; &quot;I am a leader&quot;</td>
<td></td>
</tr>
<tr>
<td>Older peers as mentors &amp; mentees</td>
<td>• Practicing leadership in ongoing peer relationships</td>
<td>Interdependent</td>
<td></td>
</tr>
</tbody>
</table>

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4. **Leadership Differentiated**

- **Emerging**
  - Joining with others in shared tasks/goals from positional or non-positional group roles
  - Need to learn group skills
  - New belief that leadership can come from anywhere in the group (non-positional)

- **Immersion**
  - Seeks to facilitate a good group process whether in positional or non-positional leader role
  - Commitment to community of the group
  - Awareness that leadership is a group process

- **Transition**
  - "I need to lead in a participatory way and I can contribute to leadership from anywhere in the organization"; "I can be a leader without a title"; "I am a leader even if I am not the leader"

- **Generativity**
  - Leadership is happening everywhere; leadership is a process; we are doing leadership together; we are all responsible

- **Integration/Synthesis**
  - "Who's coming after me?"

---

5. **Generativity**

- **Emerging**
  - Focus on passion, vision, and commitment
  - Want to serve society

- **Immersion**
  - Sponsor and develop others
  - Transforming leadership

- **Transition**
  - Concern for leadership pipeline
  - Concerned with sustainability of ideas

- **Generativity**
  - Openness to ideas
  - Learning from others

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6. **Integration/Synthesis**

- **Emerging**
  - See leadership as a lifelong developmental process
  - Want to leave things better

- **Immersion**
  - Am trustworthy and value that I have credibility
  - Recognition of role modeling to others

- **Integration**
  - Sees organizational complexity across contexts
  - Can imagine how to engage with different organizations

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Interdependent
6 STAGES

1. Awareness
   - Recognition that leadership was happening but there somewhere
   - Children become aware of national and historic figures
   - "Other people are leaders, I am not a leader"

2. Exploration/Engagement
   - Students begin to realize they have leadership potential
   - Reinforced with given special responsibilities

3. Leader Identified
   - Leadership is a position
   - Responsibility of the leader to set a good example
   - Adult mentoring by mentors, guides, and coaches in essential in this stage
   - View groups as important to organizations

4. Leadership Differentiated
   - Views leadership being informed by non-pensioned group members
   - Leadership as a process
   - Student turns increasingly to cross-age peers for support
   - Students start to recognize the larger purpose

5. Generativity
   - Students showed an ability to look beyond themselves and inspire a passion for their
     commitment and care for the welfare of others
   - Students concerned about the sustainability of their groups

6. Integration/Synthesis
   - Students had integrated their view of themselves as effective in working with others and had confidence
     they could be fixed in almost any context
1. Awareness
   - Recognition that leadership was happening out there somewhere
   - Children become aware of national and historic figures
   - “Other people are leaders, I am not a leader”
2. Exploration/Engagement
   - Students begin to realize they have leadership potential
   - Reinforced with given special responsibilities
3. Leader Identified

- Leadership is a position
- Responsibility of the leader is to get a job done
- Adults serving as mentors, guides, and coaches in essential in this stage
- View groups as hierarchical organizations
4. Leadership Differentiated

- Views leadership being exhibited by non-positional group members
- Leadership as a process
- Student turn increasingly to same-age peers for support
- Students start to recognize the larger purpose
5. Generativity
   - Student showed an ability to look beyond themselves and express a passion for their commitment and care for the welfare of others
   - Students concerned about the sustainability of their groups

6. Integration/Synthesis
   - Students had integrated their view of themselves as effective in working with others and had confidence they could do that in almost any context
Real Life Examples from:

- Anna
- Jake
- Matt
Mentor High School Orchestra

Students in Stage 3 of the L.I.D. Model:

- feel a sense of community
- need encouragement
- hold additional responsibility
- follow an example
- fill and respect official positions
- realize that teamwork is most effective
Buckeye Service Connection

- Pre-Enrollment Program
- Local Service, Reflection, and Learning about Columbus
- L.I.D- Stage 4

- Projects/Experiences for a Common Purpose
- Meaningful Reflection
- Learn How Systems Work
<table>
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| **Emerging** | - Shifting order of consciousness  
- Take on more complex leadership challenges  
- Recognition that I cannot do it all myself  
- Learn to value the importance/talent of others  
- Meaningfully Engage With Others  
- Look to group resources  
- Older peers as sponsors & mentors  
- Adults as mentors & meaning makers  
- Learning about leadership  
- Seeing the collective whole; the big picture  
- Learn group and team skills  
- Practicing leadership in ongoing peer relationships | - Joining with others in shared tasks/goals from positional or non-positional group roles  
- Need to learn group skills  
- **New belief that leadership can come from anywhere in the group (non positional)**  
- Learn to trust and value others & their involvement  
- Openness other perspectives  
- Develop comfort leading as an active member  
- Let go control  
- Practicing leadership in ongoing peer relationships | - Seeks to facilitate a good group process whether in positional or non-positional leader role  
- Commitment to community of the group  
- Awareness that leadership is a group process  
- Leans about personal influence  
- Effective in both positional and non-positional roles  
- Practices being engaged member  
- Values servant leadership  
- Responds to meaning makers (student affairs staff, key faculty, same-age peer mentors)  
- Begins coaching others |
| **Immersion** | - Seeks to facilitate a good group process whether in positional or non-positional leader role  
- Commitment to community of the group  
- Awareness that leadership is a group process | - Leadership is happening everywhere; leadership is a process; we are doing leadership together; we are all responsible | - Focus on passion, vision, & commitments  
- Want to serve society |
| **Transition** | - "Who's coming after me?" | - "Leadership is happening everywhere; leadership is a process; we are doing leadership together; we are all responsible" | - "Focus on passion, vision, & commitments  
- Want to serve society" |
• Projects/Experiences for a Common Purpose
• Meaningful Reflection
• Learn How Systems Work
First-Year Leadership Initiative Trainings

FYLI Curriculum

Skill Based Trainings → Values Identification → Meaningful Involvement

SCM Sequencing

Pre-Collegiate → Individual Domain → Group Domain
ESHESA 2570: Team & Organizational Leadership

Students transitioning from Stage 3 to Stage 4 of the L.I.D. Model:

- still need **encouragement**
- should **reflect** on experiences
- **feel comfortable** in their environment
- realize that leadership is a **process, not an outcome**
- do not feel that leadership is simply holding a position
- want to continue **experimenting** with newfound leadership styles
- understand that leadership is **personal**
- find that it is better to **value teamwork** than individual work
Group Reflection

• How does your current work with first-year students align with relevant stages of leadership development models?
• How can you integrate concepts from these models in current or new programs?
THANKS FOR ATTENDING!
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vanjura.1@osu.edu