Student Leadership Institute Pilot Program
Proposal to the Piper Center

Proposal: that the Piper Center should co-sponsor and help facilitate 2-3 pilot sessions of the “Student Leadership Institute” in collaboration with Dan Frankenfeld.

Background
I (Dan Frankenfeld) am pursuing an individual major: Philosophy of Management and Leadership, and as part of that major my senior project is to bring back a previous Residence Life program called the “Student Leadership Institute.” During first semester and interim I will be preparing a syllabus or plan for the institute that will comprise about ten “sessions” that will explore different aspects of leadership as well as lenses through which to analyze leadership, combined with significant personal reflection. The ideal manifestation of the second semester project would be to hold all ten or so “sessions.” However, a more pragmatic goal is to hold 2-3 pilot sessions to assess the program’s potential and to come up with suggestions for future implementation or application based on the results of the pilot program.

Why the Piper Center
The Student Leadership Institute (SLI) works best with the Piper Center for several reasons:
- SLI will help students identify their values, interests, skills, and abilities – a critical component of the Piper Center Mission.
- SLI fits within, and complements, the Piper Center’s brand of professionalism, career preparation, and vocational discernment/calling.
- The Piper Center has the financial, educational, and professional resources to help this project reach its full potential. Other departments (i.e. Residence Life) do not have the capacity to pursue SLI at this time.

Goals and Outcomes (Student ROI)
- Identify personal traits and values through self-reflection
- Recognize skills and abilities leading to an increased sense of self-efficacy
- Articulate questions to strategically lead a group
- Develop effective self-reflection strategies
- Apply conversation to active campus leadership roles
- Explore different lenses through which to view/understand leadership

Potential Measures of Student ROI
- Survey administered at the end of each session (use/modify existing Piper Center model for Quo Vadis or Connections Programs)
- Reflective essay from participants describing experience
- Follow-up interviews with participants about the session and application to campus leadership roles

Central Ideas and Themes
The Student Leadership Institute of 2012-13 has a syllabus that covers six main sections 1) Authority 2) Purpose 3) Congruence 4) Groups 5) Credibility 6) Listening. It is my intention to explore a similar layout,
but with different subjects and content (with the intention of keeping valuable parts/readings from the 2012-13 syllabus). A potential plan is included below. The first seven listed are the most developed, and the last four are rough sketches of ideas for additional sessions.

1. Defining Leadership (student perspective)
   a. Different types of Leadership, qualities of leadership, whether leadership is an art or science, and the importance of followers

2. Power and Authority
   a. Transactional approaches to power and leadership. Considering management and leadership, Dale Carnegie-type leadership vs. Pericles (Athenian warrior)-type leadership

3. Authentic Leadership and Motivation
   a. Defining purpose, exploring ethical leadership, how leaders use influence, what role motivation plays in leadership

4. Group Leadership
   a. Adaptive leadership model by Ronald Heifetz
   b. Will be doing an independent study this interim [Contemporary Management and Leadership Literature] that will include a focus on groups and teams

5. Failure, Vulnerability, and Credibility
   a. Re-branding failure, understanding the power of vulnerability and how to establish credibility

6. Ambition, Vocation, and Servant Leadership
   a. Currently in an Independent Study on Ambition and the Vocation of Leadership as well as completing a book study [Servant Leadership by Robert Greenleaf] with Pastor Matt Marohl

7. History of Leadership models
   a. Trait approach, behavioral approach, power and influence approach, situational approach, transformational and charismatic approach, implicit leadership approach, contingency approach, other

Other potential session topics/ideas
1. Listening (taken from previous SLI syllabus)
2. Congruence (taken from previous SLI syllabus)
3. Strategic Leadership/Management
4. Theory of Adaptive Leadership

Relationship to existing Piper Center Programs
The Piper Center has several programs and opportunities offered to students that involve leadership and internal reflection. However, the Piper Center doesn’t currently offer a program explicitly based on Leadership theory. SLI can help to bring a significant and developed theoretical leadership component to the Piper Center and its existing programs.

- Quo Vadis – the only program listed under the Piper Center’s “Leadership Development” that is specific to the Piper Center.
  - Some students may want to go farther with Quo Vadis…SLI could be a great follow-up opportunity for those students.
Additionally, SLI could facilitate further reflection on MBTI personality types to complement the “Focus on First Years” program, providing an opportunity for students to increase their foundation of self-awareness. This could be accomplished by illustrating how certain personality types lend themselves to certain qualities or styles of leadership...

- Internships – opportunity for reflection and vocational discernment
  - SLI could help to prepare models for self-reflection or provide a model for an internship follow-up program in which students consider one of the session/topic ideas (listed above)
- Workshops – opportunity for specific skill development and career/vocation preparation
  - SLI could exist in complement to existing Piper Center workshops as a program for a group of students that meet regularly, or as a model for sporadic leadership workshops throughout the year

Comparison to Peer Institutions

Gustavus Adolphus College – G.O.L.D. Gusties in Ongoing Leadership Development
Uses the Servant Leadership model and the Student Leadership Challenge model ([link](#))

Macalester College – Sophomore Leadership Program & Leadership Development Workshops
The sophomore program meets weekly for 70 minutes first semester ([link](#))
The workshops seem to happen more sporadically. Listed for last Spring on website ([link](#))

Hamline University – HU-LEAD How You Lead, Emerge, and Develop
“Variety of leadership development programs” – similar program objectives ([link](#))

Augsburg College – Emerging Leaders Program and Master of Arts in Leadership
Can’t find specifics, but objectives are similar ([link](#))

Bethel University – B.A. Organizational Leadership
Don’t seem to have program like SLI, but offer a major ([link](#))

Commitments and Responsibilities

Dan Frankenfeld

- Create and develop syllabus/plan for Student Leadership Institute (SLI)
  - Collaborate primarily with Nate Jacobi and Joshua Lee (Assistant Director of Residence Life)
  - Consult with other faculty as appropriate (i.e. Doug Casson, Sian Muir, Rick Goedde, Jess Burkart)
  - Explore contemporary management and leadership literature to bring most impactful and relevant material to SLI
- Collect and organize resources to be explored in SLI or to be provided to participants

Piper Center

- Contribute financial resources to the project (i.e. printing a booklet, providing book to participating students, etc.) – not expected to exceed $400.00
- Help promote SLI using Piper Center resources (i.e. Ole Career Central, social media, posters, and email)
  - This may include a discussion of whether or not the program will be selective (i.e. students apply to SLI vs. register for each session)
I would prefer that the program be selective, but support either option

- Help to facilitate the SLI sessions (ideally by having a staff member present at each session to assess and/or participate)
- Potentially provide a staff member to lead one of the sessions
  - This may include additional preparation time working with Dan to plan or effectively execute one of the planned sessions
  - I think Nate Jacobi would be an excellent candidate for this potential role
- **Optional:** provide information about student MBTI types to integrate MBTI (or “Focus on First Years” program) into continuing leadership development, perhaps for a “situational leadership” session

**Goals for Participation (in progress)**

- Determine ideal size of group (i.e. 8-12)
- Is this targeting a section of the student body? (i.e. sophomores, juniors)
  - Staffing – ideally have 2-3 students who participate become “fellows” and can return next year to help lead the sessions

**Tentative Timeline**

- Nov. 1\(^{st}\) need a yes/no from the Piper Center (required for ind. major)
- Mid-Dec Dan F. has rough copy of syllabus/plan to be refined over interim
- Jan 16\(^{th}\) first session is completely prepared
- Feb 9-13 first session takes place
- Feb 27\(^{th}\) second session is prepared
- Mar 16-20 second session takes place
- Apr 3\(^{rd}\) third session is prepared
- Apr 20-24 third session takes place
- May analysis/evaluation of the program, suggestions for future application

**Analysis/Evaluation of the Program**

Dan Frankenfeld will prepare an analysis/evaluation of the program and report suggestions for future application/implementation to Nate Jacobi and Branden Grimmett.

**Sustainability**

I am a senior and will be graduating in the spring. If the pilot program is successful and the Piper Center wants to continue SLI on a larger scale next year, I will provide the complete syllabus/plan as well as suggested lecture notes for leading all of the sessions.

Additionally, any of the content from SLI could be used for implementation in existing Piper Center programs such as Quo Vadis, Internship funding, etc. One great potential link would be to explore MBTI personality types in the context of leadership and personal reflection.

Another potential sustainable option could be the creation of Piper Center Leadership Workshops – either following the syllabus/plan of SLI or borrowing from its content as deemed appropriate or necessary.