



CNU Mission

The mission of Christopher Newport University is to provide educational and cultural opportunities that benefit CNU students, the residents of the commonwealth of Virginia and the nation.

CNU provides outstanding academic programs, encourages service and leadership within the community, and provides opportunities for student involvement in nationally and regionally recognized research and arts programs.

Our primary focus is excellence in teaching, inspired by sound scholarship. At CNU, personal attention in small classes creates a student-centered environment where creativity and excellence can flourish. Our primary emphasis is to provide outstanding undergraduate education. We also serve the commonwealth with master's degree programs that provide intellectual and professional development for graduate level students.

We are committed to providing a liberal arts education that stimulates intellectual inquiry and fosters social and civic values. CNU students acquire the qualities of mind and spirit that prepare them to lead lives with meaning and purpose. As a state university, we are committed to service that shapes the economic, civic, and cultural life of our community and commonwealth.

Liberal Learning at CNU

The Liberal Learning Curriculum at Christopher Newport University focuses on the skills students will need for success at work, at home and in the community. Liberal learners develop the logical reasoning and critical-thinking skills, the persuasive communication skills, and the effective problem-solving skills that will make them competitive in a global marketplace.

CNU Honor Code

"On my honor, I will maintain the highest standards of honesty, integrity and personal responsibility. This means I will not lie, cheat or steal, and as a member of this academic community, I am committed to creating an environment of respect and mutual trust."

Dear First-Year PLP Student,

Welcome to the PLP! For us, it is like saying “Welcome to the family.” To those of us who have been here for some time, this is not just an educational program full of requirements but rather it is a community, a group of people who have come together with a determination to better understand ourselves and how we work with others. We believe there is a sense of purpose beyond what we see in our individual lives, that we fulfill a greater purpose. In reality, that is about a choice we make, or rather a lifetime of choices. Choosing to be a participant rather than a spectator. Choosing to see opportunities to bring about positive change in the world around us. Choosing to live a life of honor.

This handbook is a guidebook to your journey through the program. For those of you who like to see the big picture, it is here. For those of you who like to understand the details, those are also here. The PLP staff are here to serve as guides through your journey. Some of you will choose to use the guides; others of you prefer to venture out with your own map. This guidebook will serve you well in either instance. If something is unclear or you have a question, please do not hesitate to ask someone. It is our desire to clearly outline the opportunities and expectations we have of you.

I wish you well these next four years. This is your opportunity to add a dimension to your college experience that will aid you well in your life’s journey. Make the most of it!

Sincerely,

Brian Larson
Director

PRESIDENT’S LEADERSHIP PROGRAM
CO-CURRICULAR HANDBOOK

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PROGRAM STRUCTURE

| PLP MISSION | STUDENT OUTCOMES | DEVELOPMENTAL FRAMEWORK | PORTFOLIO |

PLP Mission

The President's Leadership Program (PLP) is a four-year leadership education experience that empowers students to recognize their leadership potential and develop personal and social responsibility for the betterment of self and society.

We are committed to:

- Preparing students for lives of leadership, service and civic responsibility.
- Facilitating the connection between leadership theory and practice through the integration of academic study, experiential learning and personal development.
- Inspiring students to define their purpose, find their passion, and clarify personal values.
- Challenging students to develop a philosophy and practice of leadership that encompasses a diverse range of beliefs and ideas.
- Encouraging respect for individual difference and inclusivity.
- Valuing collaboration, group work, and leadership as a process among people.

Student Outcomes

The PLP Mission and program commitments are realized through the expectation that, as a result of their participation in the program, each student will develop the capacity for:

1. **Active and engaged citizenship that fosters positive change and enhances community.**
2. **Enriched character and integrity developed through accountability, cultivation of meaningful relationships, and a strong work ethic.**
3. **A practice of leadership that integrates interdependence, critical self-reflection, and applied leadership theory within an ever-changing global society.**

Developmental Framework

The PLP uses a developmental framework to structure the out-of-class experience through distinct yet interdependent areas of focus: experiential learning, leadership development and student success. The framework serves as an integrated approach that engages students in the development of personal and social responsibility

While grounded in Christopher Newport University's (CNU) ideals of leadership, scholarship, and service, PLP's framework also uses the academic study of leadership, as well as several existing and popular

leadership development models, such as the Social Change Model (SCM)¹ and Leadership Identity Development (LID)². The SCM, designed specifically for college students, approaches leadership as a purposeful, collaborative, values-based process that results in positive social change through three dimensions: individual, group, and community/society. As a complement to the SCM, LID defines the process through which individuals discover their own leadership efficacy and identity. While the model is stage-based and not age-based, it provides significant support for the impact of leadership development efforts during the college years and provides insight into how this development occurs. (*For more on the SCM and LID, please see Appendix D.3 and Appendix D.4.*)

This unique combination allows you to explore, question and integrate your personal leadership and values within a structure of program standards and accountability that enhances your experience as a CNU student and uses leadership as a foundation for your growth and development through the next four years. Program expectations are articulated through each of the program areas (Experience, Develop, Succeed), as well as holistically. Through managing program commitments, receiving ongoing support, and participating in intentional development opportunities, you expand your capacity for leadership and increase your potential to have a positive and significant impact in the CNU, local, and global communities.

Leadership Portfolio

Leadership is not a series of prescribed steps, but rather an individualized pursuit that requires a significant personal investment. The true value of the PLP lies in your ability to articulate your personal journey in leadership and the investment you have made in yourself, CNU and our community. The leadership portfolio is an opportunity to express what the program means to you by documenting your growth and development through all four years.

As you progress through the program it is important to recognize how your personal leadership develops over time. Through articulated themes for each year of the program, the portfolio submissions allow you to synthesize and integrate your experience at the end of each academic year, resulting in a comprehensive product upon completion of the program. The portfolio drives reflection with the goal of connecting your efforts in the program into a meaningful whole. It is a culminating project that presents evidence that you have engaged in the pursuit and study of leadership, and understand major concepts emphasized in the President's Leadership Program. Furthermore, it allows you the opportunity to synthesize, integrate and apply critical-thinking skills as you articulate what you have experienced, how you have developed and what success means to you.

¹ Komives, S.R., and Wagner, W. (2009) *Leadership for a Better World: Understanding the Social Change Model of Leadership Development*. San Francisco: Jossey Bass

² Susan R. Komives, Longerbeam, S., Mainella, F., Osteen, L., and Owen, J. (2005). Leadership Identity Development: A Grounded Theory and a Leadership Identity Development Model (LID). *Journal of College Student Development*, 47 (4), 401-418.

Submission Structure

The themes associated with each year serve as a framework for the overall program experience and corresponding portfolio submissions. The program is structured to provide intentional opportunities to experience growth in these areas, but each student will need to forge his or her own path to expand and challenge their perspectives. The portfolio is a place to articulate and capture that personal path, through the submissions identified below and through additional entries that further illustrate your personal experience.

An overview of yearly portfolio submissions follows.

Year 1: Exploration	EXPLORATION As you begin your PLP experience and discover the opportunities available to you at CNU, what new ideas, theories, discoveries, etc. have you been exposed to? What new elements of your own skill set have you discovered? How do your experiences and reflection influence your awareness of self, others and your community? In what ways have you explored academic opportunities at CNU? What opportunities have you had to understand your role in various group settings? What relationships have you actively formed – with peers, faculty and members of the CNU community?	PORTFOLIO SUBMISSION ▫ Engagement Plan and Reflection – The purpose of the engagement plan is to help you establish an intentional course of action to become involved in the program, on campus, and in the community in a way that has purpose and significance for you. As is reflected in the description of <i>Exploration</i> , this is a year of discovery and awareness-building in so many aspects of your PLP and CNU experience. Not only will you explore campus and community resources, you will also explore your own identity, passions and purpose.
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<p>Year 2: Authenticity</p>	<p>AUTHENTICITY</p> <p>A transformative leader is one who embodies ethical and responsible leadership and shows commitment to his or her true self at all times. What are the conditions that allow your true self to come through? What values and experiences have allowed you to explore and define your authentic self? How do you transform and inspire others in your community? What relationships or group experiences have supported this self-discovery? How has your authenticity been challenged and how have these challenges shaped your definition of ethical leadership?</p>	<p>PORTFOLIO SUBMISSION</p> <ul style="list-style-type: none"> ▫ Updated Engagement Plan and Reflection ▫ Resume – Your resume is a living document that you will continue to edit and refine throughout your academic and professional career. This submission is an opportunity to periodically update and articulate your professional, academic and extracurricular experience, as well as notable accomplishments in these areas. ▫ Leadership Values – During your second year, you will learn about and contemplate the theories and values that influence leadership. You will also be exploring authenticity and the values, experiences and influences that make you who you are. In this submission, you will distinguish the values that are important to you as a leader, and those that inform your understanding of leadership, while describing the significance of these values in your life.
<p>Year 3: Application & Adaptation</p>	<p>APPLICATION AND ADAPTATION</p> <p>The application of knowledge, experience and purposeful intent has the potential to enhance any position, organization and society. How do you actively apply elements of knowledge, experience and purpose into your current roles as scholar, campus leader and active citizen? How have you adapted your understanding and practice of leadership through experiences you have had and knowledge you have gained over the past three years?</p>	<p>PORTFOLIO SUBMISSION</p> <ul style="list-style-type: none"> ▫ Updated Resume – <i>See Year 2</i> ▫ Leadership Philosophy and Application – A leadership philosophy is a statement about the fundamental beliefs and values that inform your practice and understanding of leadership. You will develop a thoughtful statement – either static or evolving – that represents your philosophy on leadership. After developing your statement, you will then describe how you actively apply this philosophy in your life. This may be a reflection on leadership efforts you have engaged in over the course of the past three years, or how you intend to apply this understanding as you move into your final year of the program and beyond.

Year 4: Synthesis

SYNTHESIS

The final year in the program is a time of reflection on the past four years and an opportunity to consider how this experience will shape your future. Being able to articulate your PLP experience will be important as you pursue career or other educational opportunities. It is also an opportunity to derive collective meaning from the PLP experience and commit leadership ideals to your life beyond PLP. How do you articulate your PLP experience? What values, skills and knowledge have you developed through participating in the program? How has your understanding and practice of leadership changed over the past four years?

PORTFOLIO SUBMISSION

- **Updated Resume** – *See Year 2*
- **Senior Project** – This is an opportunity to create a final product that illustrates the ways in which your leadership experiences in PLP and at CNU have shaped who you are as a person. You should show how you have met each of the three major goals of the program (see page 1), and consider how you will continue to engage the values of leadership, scholarship and service as you enter the next chapter of your life. Your senior project can be a traditional paper or narrative reflection, video or other creative project that fulfills the objective of showing how you have grown and will continue to grow in your leadership.

Your portfolio will be a personal website that you update periodically. We encourage you to think creatively about this product, as it is ultimately a reflection of you. Go beyond the submission requirements, include class projects or work you have produced in your student organization(s), include photos, videos or blog posts, and add elements that truly reflect who you are. Beyond demonstrating your growth and learning in the program, the portfolio serves as your personal PLP story.

Specific portfolio submission assignments, guidelines and information will be sent to you throughout the academic year.

EXPERIENCE

| COMMUNITY SERVICE | CAMPUS ENGAGEMENT | INTERNSHIP | STUDY ABROAD |

Experience Philosophy

An experience is defined as the process of personally observing, encountering or undergoing something. In the President's Leadership Program your experiences will lead you to take an active role in learning, serving and engaging in your campus and local communities. Having meaningful experiences will provide you ample opportunities to both observe leadership, as well as continue to craft your own leadership style. It is the active participation in experiences that will start you on the path to a deeper understanding of leadership and the role it plays in your life.

Experience Expectations

Community Service

The President's Leadership Program derives much of our leadership philosophy from the work of Robert Greenleaf and his model of servant leadership. Greenleaf defined servant leaders as individuals who focus on meeting the needs of those they lead, develop all individuals to bring out the best in them, coach others and encourage their self-expression, facilitate personal growth in all who work with them, and listen well to build a sense of community and joint ownership. In an effort to promote positive community change and embody the spirit of servant leadership we require all PLP students to perform service within the Hampton Roads community.

Defining Service

For the purposes of the President Leadership Program service-hour requirement, service has been defined as the following:

PLP service is:

- Unpaid work that benefits Hampton Roads community partners
- Conducted within the Hampton Roads community (unless completed during a university-sponsored alternative break program)
- Approved PLP community engagement opportunities
- Volunteer work completed through university service-based organizations
- Performed only during the academic year

PLP service is NOT:

- Performed outside of the Hampton Roads community
- Tutoring your fellows Captains
- Completed over summer vacation or winter break
- Compensated with financial benefit
- Philanthropic endeavors conducted by campus organizations

- Tabling in the DSU or Tribble Plaza for a cause or organization
- Mandatory campus service sanctioned by the Center for Honor Enrichment and Community Standards

This definition should be used as a guideline when exploring potential service opportunities. For further clarification on any specific guideline, please contact a PLP staff member.

Campus Engagement

In the PLP, we place a high value in you being an active member of our campus community. Becoming engaged on campus allows you to explore a vast variety of opportunities and help discern your interests and passions. All students in the program must make a long-term commitment to at least one campus club/organization, athletic team, Greek organization or university employment opportunity.

Internship

All students in the President's Leadership Program are required to complete an internship for the leadership minor. You will need to enroll in the Leadership (LDSP) 491 course within one year of the completion of the internship. The internship provides students with an opportunity to link theory and practice in the study of leadership. Because the LDSP minor is a strong complement to any major at CNU, you are encouraged (but not required) to pick an internship or practicum related to your major field of study. This is a chance for you to make strong connections between LDSP and your major field. Check with your core advisor or academic department for assistance in locating a relevant internship that will help you with regard to a career or graduate study in your major.

Experiential Opportunities

PLP Recruiters

The President's Leadership Program stands resolute in the belief that current PLP students should be involved in the admission process for PLP applicants. Therefore the PLP Recruiter position was created to help assess and evaluate each prospective student. PLP Recruiters will interview current high school seniors for admission to the PLP. In addition PLP Recruiters agree to host one student overnight prior to his or her interview to show what daily life at CNU is really like. PLP recruiters serve as stewards for the program and help shape the future of the PLP.

IMPACT

IMPACT is a group of PLP students trained to lead social change by examining the issues facing the community. The group will organize multiple service events during the academic year to expose fellow PLP students to new opportunities and closely examine each of the 10 service tracks defined by the Center for Community Engagement. They are a collaborative team that works closely with the PLP staff and the CNU community to engage students in leading change in their local communities and beyond.

Study Abroad

The President's Leadership Program offers study abroad stipends for eligible students and eligible trips. We do this because we believe that as part of your liberal learning you should have the opportunity to travel to other countries and experience their culture and ways of thinking. To receive funding students must be in good standing with the program and reside on campus.

PLP Globetrotters

Additionally the PLP offers an exciting opportunity through PLP Globetrotters in an effort to foster the holistic growth of globally engaged citizens. The PLP Globetrotters program facilitates individuals' growth through written and interpersonal reflection – group and one-on-one – both before and after a study abroad experience. Experienced study abroad travelers will reflect on their experiences and mentor students looking to travel abroad while bringing openness and diversity to campus. Reflection will help students recognize tangible growth in their own leadership competencies and capacities. Globetrotters will also discover effective ways to verbalize and utilize their experience in future professional endeavors, and are highly encouraged to present as part of the PLP Coffeehouse Speaker Series.

DEVELOP

| PASSPORT | PRESIDENT'S SPEAKER SERIES | COFFEEHOUSE | ILA |

Development Philosophy

Development refers to the growth that you experience on an individual level, the expansion of your perspective and understanding of the world around you, and your ability to see yourself as part of a larger community. Development in PLP also refers to your expanded knowledge of leadership theory and practical application, and your ability to recognize and build on natural skills to facilitate positive social change in the community, nation and world. Personal leadership development in PLP is integrated throughout your experiences, and not just those listed below. Through a commitment to learning, exploration, and reflection, you will better understand how to turn many situations into opportunities for growth and development. In addition to raising awareness of leadership patterns in your life, developmental opportunities also aim to teach you to engage in effective followership, an important part of the leadership process. The four major areas through which development occurs are: (1) application of knowledge gained through the leadership minor, (2) intentional reflection, (3) incorporating feedback and (4) purposeful expression.

Integrating and Applying Learning from the Minor: The leadership studies minor provides an important framework for understanding the practical application of leadership skills and identifying leadership theory in action. By actively connecting your learning in class to your experiences in PLP and what you see in the world, you will strengthen your own learning and application of leadership skills and theories. Critical reflection and creative thinking are important pieces in this process.

Reflection: It is our expectation that you will engage in active and intentional reflection on your experiences as a member of this program. Critical reflection – the practice of challenging one's underlying assumptions related to one's experiences – can be used to integrate theory and practice, gain insight, and stimulate self-exploration. Effective reflection can lead to increased self-awareness, self-confidence, and a feeling of empowerment to engage one's own leadership capacity. Reflection also cultivates happiness and gratitude for our experiences.

Working with one's experience and taking ownership of the learning process can be challenging, but we encourage you to make reflection a regular practice. This may include keeping a journal, speaking to your classmates, drawing, meditating or listening to music. Whatever form it takes, we encourage you to make time for reflection. It is our philosophy that you learn not just by doing, but by thinking about what you do.

Feedback: Feedback is the process of assessing individual performance, acknowledging achievement, and identifying areas for development and improvement. Feedback cultivates

greater self-awareness and self-understanding, which are essential to leadership. You will receive feedback through one-on-one and group success meetings, portfolio and report submissions, and reflection opportunities. Feedback in these contexts may be based on both your achievement of program expectations and personal goals. You will undoubtedly experience feedback in your academic pursuits as well. Grades, comments on assignments and relationships with faculty are all opportunities to better understand your performance and achievement.

Purposeful Expression: Leadership is an active pursuit. Learning about and applying a leadership lens to your life, academic studies, and campus and community involvement are all critical aspects of leadership development. Your active expression of these ideas allows you to further your learning, impart knowledge to others and practice leadership in your own life. Expression takes many forms: portfolio submissions, blog posts, photo galleries, presenting during a coffeehouse event, taking on a leadership role in your student organization and many other demonstrations. Being able to articulate what you are learning through the PLP experience in a direct or creative medium allows you to “see” your development through the program, and to exercise leadership in a tangible and measured way.

Development Expectations

Passport Program

The Passport Program is designed to create opportunities for you to experience various out-of-class experiences including lectures, seminars, and workshops. Passport destinations are campus and community events that will expose you to social and community issues and provide opportunities for critical thought, creative reflection and greater awareness. The Passport Destination calendar provides you with a range of options and the opportunity to see leadership from a variety of perspectives.

Passport Destinations: You are invited to submit on-campus events as Passport Destinations throughout the year. As you hear about or plan events, consider submitting those that you believe would be beneficial to students and their leadership development. Passport Destinations should challenge students to think critically about a perspective different than their own, reflect the core values of PLP, or relate to the field of leadership.

President's Speaker Series

Past and present leaders have much to teach us about the practical application of leadership theory as well as the skills and tools needed to be an effective leader. In acknowledgement of this, students will attend formal presentations from renowned local, state, national and global community leaders. Past speakers have included Truett Cathy, Founder of Chick-fil-A; U.S. Supreme Court Justice Antonin Scalia; and Dr. Susan Komives, Professor Emeritus, University of Maryland. Students are challenged to think critically about the material presented as it relates to their own experiences and learning in the leadership minor. Business attire is required at these formal presentations.

Developmental Opportunities

Passport Agents/Passport Agent Coordinators (PAs/PACs)

This position presents a dynamic opportunity for students who are interested in having a direct impact on the developmental component of the program, and who seek to contribute to the Passport Program. PAs and PACs serve as ambassadors for the program and help to strengthen the experiences of their peers.

Coffeehouse Series

In this annual series, PLP students share significant experiences in which they learned about or practiced leadership in unique and diverse contexts, while developing skills in capturing and articulating what they have learned in an informal speaking environment. The Coffeehouse series emphasizes intentional expression and features upper-class students who submit applications, prepare presentations and are selected to present to peers, faculty and staff. Previous speakers have covered topics such as working in the airline industry, immersion in the Israeli/Palestinian conflict, aiding refugees in Uganda, and interning in Panama and Capitol Hill.

Professional Organizations/Conferences

Professional organizations exist in every field of study at CNU. Be proactive in researching these organizations and consider joining one to further your understanding of your field of study, career opportunities and trends within the field. Many of these organizations host annual conferences that you may consider attending, or even applying to present. If you need assistance finding such organizations, talk to your adviser or faculty members in your major, or stop by the PLP office to discuss how you can begin your search.

International Leadership Association (ILA)

ILA is a professional organization for leadership students, practitioners and scholars. This organization represents leadership from a number of fields and brings together a diverse group of scholars and practitioners at its annual conference, and every two years the conference is held abroad. Talk to the development coordinator or faculty members in the Department of Leadership and American Studies about the possibility of getting involved with ILA, attending the conference, and/or submitting a proposal for a chance to present during a conference.

Senior Circle

Senior Circle provides opportunities for seniors to reconnect, find resources, and develop knowledge to help navigate the transition between college and what's next while preparing to apply the PLP experience to new contexts. Mentorship from a PLP staff member and focused skill development are components of this opportunity.

SUCCEED

| SUCCESS MEETINGS | ANNUAL REPORTS & REVIEWS | UNIVERSITY RESOURCES |

Success Philosophy

Our vision for success in the President’s Leadership Program is twofold. First, we expect a level of engagement that supports the program goals and developmental framework outlined in this handbook. There are a number of basic academic and programmatic requirements you must complete to remain active in the program, but leadership is a process of challenging yourself to go beyond what is expected. In this regard, we encourage you to develop your own philosophy for success that synthesizes the expectations of the program with your personal values, goals and beliefs. Our second major philosophy is that *you* ultimately define success in your life and in your collegiate career. The PLP framework aims to guide you in your journey towards a comprehensive college experience, while also challenging you to develop your personal vision for success.

Expectations for Success

Our expectation is that you play an active role in achieving the academic, experiential and developmental benchmarks you have agreed to value as a member of the program. You will be required to complete the following benchmarks throughout your PLP experience.

Fall Information Form Submission

Each fall you will be asked to update your contact and campus engagement information so we can effectively communicate with you throughout the academic year.

Foundations Meeting

All first-year students in PLP must attend a foundations meeting for a general overview of your programmatic and academic requirements. These meetings will be held in a group setting and facilitated by PLP staff to provide a road map for your success in the program.

First and Second-Year Success Meetings

You will attend meetings in the fall of your first year and spring of your second year to reflect with a PLP staff member. This meeting is designed to help you identify personal and academic goals, as well as develop an engagement plan for your college experience. We encourage you to use these meetings as an opportunity to ask questions, learn more about campus resources and further reflect on your leadership experience.

Junior Small Group Meetings

Third-year small-group meetings serve as a group checkpoint for students. In the group setting, students will discuss ways in which they integrate knowledge and experience into their role on campus and in the community, as well as share future goals for growing as a leader.

Senior Celebration

Fourth-year students are invited to celebrate their growth and success during PLP community events throughout the year, culminating in their senior celebration. This celebration marks students' successful completion of the program and Leadership Minor prior to commencement.

Portfolio Submissions

As outlined in the Program Structure section (page 2), PLP students will develop a leadership portfolio throughout their four years in the program. At the end of each academic year, students will update their portfolio based on the specific requirements assigned at the beginning of the year. All updates should be made to the student's personal portfolio website, which will be reviewed by PLP staff throughout the year. Additional details about the leadership portfolio will be explained during foundations and success meetings.

Annual Reports and Reviews

Students are required to complete mid-year and end-of-year reports to assess the fulfillment of academic and programmatic requirements. PLP staff members will evaluate these reports to track student progress. GPAs will be reviewed at the middle and end of each semester to monitor academic standing and provide students with appropriate resources to maximize academic success. Students are expected to achieve the cumulative and term GPA minimum in correspondence with their designated scholarship level, as well as attain a grade of C or above in LDSP 210 and LDSP 230 during their first and second semesters. After each semester, student statuses are evaluated and assigned one of the following attributes: good standing, probation, suspension or withdraw (see Appendix B for status descriptions). In addition, university conduct violations can result in the change of a student's status at any time (see Appendix C for the Conduct Policy and Agreement).

Resources for Success

First and Second Year Staff Guides

A staff guide is a PLP staff member assigned specifically to you as a main point of contact for your first and second years of college. Through these relationships, first-year students receive support in navigating the first two semesters of their PLP experience and fulfilling program expectations. Staff guides are also assigned to second-year students and meet with them one-on-one during the spring semester of their sophomore year. Please contact your staff guide at any time if you have questions about the program or need additional support. Please note: staff guides often change from your first to second year. You will be contacted by your staff guide each fall with more information.

University Resources

The following university offices are excellent resources for you to take advantage of throughout your college experience.

- Center for Academic Success
- Office of Engagement
- Office of Student Activities
- Study Abroad Office
- Residence Life (Learning Communities, RAs, etc.)
- Learning Accommodations (Dean of Students Office)
- Center for Career Planning
- Center for Community Engagement
- Academic Advising (Core Advisers)
- Counseling and Health Services
- Center for Honor Enrichment and Community Standards

Disability Support

The President's Leadership Program recognizes the official policies and procedures for disability support services at Christopher Newport University as outlined on the disability support Web page. For a detailed description of how to identify needs and accommodations, please visit cnu.edu/studentlife/disability or contact the Office of the Dean of Students. To ensure student success in PLP and at the University, we encourage you to self-identify any disabilities to the dean of students, as well as to the PLP coordinator for student success.

Office of the Dean of Students

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President's Leadership Program

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APPENDICES

Appendix A: PLP Student Contract

Appendix B: Status and Appeals Policy

Appendix C: Conduct Agreement and Policy

Appendix D: Program Resources

Appendix D1: The Minor in Leadership Studies

Appendix D2: Community Service vs. Philanthropy

Appendix D3: Social Change Model of Leadership Development

Appendix D4: Leadership Identity Development Model

President's Leadership Program

Class of 2018

Student Name: _____

Scholar Level: _____

This document serves as an outline of all the requirements necessary for participation in and completion of the President's Leadership Program. Failure to meet the standards set below will be cause for re-evaluation of scholarship membership in the program.

I. Co-Curricular Requirement

The Scope of this section is to outline mandatory student participation in the three program areas of Experience, Develop, and Succeed.

Year 1		Year 2		Year 3		Year 4	
Experience	<input type="checkbox"/> Create service profile for CNU Engage	<input type="checkbox"/> Minimum 25 logged hours of CNU Engage service	<input type="checkbox"/> Continued commitment to at least one campus activity	<input type="checkbox"/> Minimum 25 logged hours of CNU Engage service	<input type="checkbox"/> Continued commitment to at least one campus activity	<input type="checkbox"/> Minimum 20 logged hours of CNU Engage service	<input type="checkbox"/> Must have served and logged at least 100 hours (cumulative)
	<input type="checkbox"/> Minimum 30 logged hours of CNU Engage service						
	<input type="checkbox"/> Exploration of campus engagement opportunities						
	<input type="checkbox"/> Commitment to at least one campus activity						
Develop	<input type="checkbox"/> Minimum 4 Passport Events	<input type="checkbox"/> Minimum 4 Passport Events	<input type="checkbox"/> Attend all President's Speaker Series events	<input type="checkbox"/> Minimum 4 Passport Events	<input type="checkbox"/> Attend all President's Speaker Series events	<input type="checkbox"/> Must have attended at least 12 Passport Events (total) to graduate	<input type="checkbox"/> Attend all President's Speaker Series events
	<input type="checkbox"/> At least (1) must be a Center for Career Planning (CCP) Event						
	<input type="checkbox"/> Attend all President's Speaker Series events						
Succeed	<input type="checkbox"/> Submit Fall Info Form	<input type="checkbox"/> Submit Fall Info Form	<input type="checkbox"/> Attend Second-Year Success Meeting	<input type="checkbox"/> Submit Fall Info Form	<input type="checkbox"/> Attend Junior Small Group Meeting	<input type="checkbox"/> Submit Fall Info Form	<input type="checkbox"/> Submit Mid-Year Report
	<input type="checkbox"/> Attend Foundations Mtg						
	<input type="checkbox"/> Attend First-Year Success Meeting						
	<input type="checkbox"/> Submit Mid-Year Report						
	<input type="checkbox"/> Submit End-Year Report	<input type="checkbox"/> Submit Mid-Year Report	<input type="checkbox"/> Submit End-Year Report	<input type="checkbox"/> Submit Mid-Year Report	<input type="checkbox"/> Submit End-Year Report	<input type="checkbox"/> Submit Year-4 Portfolio Requirement	
	<input type="checkbox"/> Submit Year-1 Portfolio Requirement						

II. Leadership Minor and Academic Agreement

Leadership Minor

First-Year PLP students must earn a C or above in their first two leadership classes: LDSP 210 and 230. Failure to meet grades could result in the loss of scholarship for the following semester.

GPA Requirements

PLP Students must meet **both** Term and Cumulative GPA minimums to maintain their scholarship and stay in Good Standing with the program. First-Year students will have a two-semester grace period during which they will only be assessed by their Term GPA. Beginning after the Fall semester of Sophomore year, all PLP students must meet **both** Term and Cumulative GPA requirements for every semester until graduation.

Appendix A – PLP Student Contract

PLP GPA Requirements			
Class	Scholar Level	Cum	Term
2018	\$1,000	2.75	2.5
	\$2,000	3.0	2.75
	\$5,000	3.3	3.0

Academic Suspension/Loss of Scholarship: If a student falls below the Term GPA requirement or the Cumulative GPA requirement (*cumulative assessed only after fall of student's second year*), the student will go on Academic Suspension and lose his or her scholarship for the subsequent semester. That student will have **only one** semester to raise both Term and Cum GPAs to required minimum to earn back their scholarship. If at any point a student falls below either the Term or Cum GPA requirement for a second time, they will lose their scholarship permanently and may be dismissed from the program.

III. Important Scholarship Information

- PLP scholarships are limited to 4 undergraduate academic years (8 semesters).
- Scholarships are contingent upon residential status, which is mandatory for the first 3 years. If a student chooses to live off campus after 3 years, he or she may continue in the program but will forfeit scholarship.
- A student who falls below GPA requirements (resulting in Academic Suspension or Dismissal) will not be eligible to receive a Study Abroad Stipend. If a Study Abroad stipend has already been awarded in the previous semester, that student must repay the stipend to the University.
- The scholarship level assigned upon admission to CNU is permanent. Scholarship levels and GPA requirements cannot be changed, regardless of a student's GPA standing.
- Scholarships are awarded in the beginning of the semester in good faith that students will uphold all contract requirements. In the event that a student does not meet all requirements, his or her scholarship may be suspended.
- If a student chooses to withdraw prior to completing all semester requirements, he or she may be asked to repay his/her scholarship.
- If a student is dismissed from the program or chooses to withdraw, he or she will lose all benefits, including scholarship and priority registration/housing.
- Students who are admitted to both the Honors Program and PLP upon entering the University may choose to drop one program or the other and continue to receive associated benefits as long as their GPA meets the requirement for the program they wish to stay in. Students who join the Honors Program after their first semester at CNU are not eligible to transfer their scholarship if they choose to withdraw from PLP and stay in Honors.
- Any student who chooses to leave the University temporarily for personal or financial reasons may not be guaranteed a PLP scholarship upon return. Please consult with a PLP staff member **prior** to taking any type of leave from the University.

By signing this document I certify that I have read all three sections of this contract and agree to all the above terms and conditions.

I. Co-Curricular Requirements

II. Leadership Minor and Academic Agreement

III. Important Scholarship Information

Student Signature _____

Date _____

PLP Staff _____

Date _____

Appendix B - Status and Appeals Policy

Program Status

Upon review of academic and programmatic requirements, students are assigned one of the following statuses: *good standing*, *probation*, *suspension*, *dismissal* or *withdraw*. In addition, university conduct violations can result in the change of a student's status at any point.

Probation: A student fails to meet articulated program expectations. Students under probation must recommit their efforts to successfully complete program expectations, and possibly make up previous unmet expectations as indicated by PLP staff. Probation status *does not* compromise the student's scholarship award. If the student meets all subsequent program expectations the following semester, he or she will return to good standing within the program. If a student fails to meet probationary requirements and accumulates additional unmet expectations, he or she may be suspended from the program.

Suspension: Suspension is a result of unmet academic, programmatic and/or conduct expectations. Students on suspension *will* have their scholarships revoked for the semester directly following their suspension. Students may regain their scholarship by working with a staff member to actively improve missing or failed requirements. If a student meets all program expectations as indicated by PLP staff, then he or she may be eligible for the reinstatement of scholarship for the following semester. Students who continually fail to meet expectations will be considered for dismissal from the program.

Dismissal: A student is no longer recognized as a member of the program, resulting in the loss of scholarship. Students who are dismissed from the program forfeit all privileges associated with being a member of PLP, including priority housing and course selection times and the study abroad stipend. Once dismissed, a student cannot rejoin the President's Leadership Program.

Withdraw: Students who withdraw from the President's Leadership Program choose to no longer continue membership in the program. By withdrawing, students forfeit their scholarship and all privileges associated with being a member of PLP, including priority housing, course selection times, and the study abroad stipend. Once withdrawn, a student cannot rejoin the President's Leadership Program.

Appeal Process

Should you wish to appeal your current PLP status, the office requires a written one-page explanation outlining the specifics of your situation. Please include the date of submission on your letter, as well as your name and class year. This letter can be turned into the PLP office or emailed to preslead@cnu.edu. A committee of PLP staff will then review the submission and contact you with a decision regarding your status. If you have any questions regarding this process please contact a staff member for more information.

Appendix C - Conduct Agreement and Policy

A Higher Standard: Students in the President's Leadership Program should strive to achieve a high standard both inside and outside the classroom. This includes being a person of strong character with values that are congruent with those of the President's Leadership Program and Christopher Newport University. As members of the program students should agree to uphold the following standards:

- ☐ I understand that I must commit to upholding the CNU Honor Code, university regulations, federal and state laws.
- ☐ I understand that in the event of a violation I must self-report to the PLP staff in writing no later than 10 days after the incident has occurred.
- ☐ I understand that any violation will be cause for re-evaluation of my membership and scholarship.
- ☐ I understand I must follow through on program expectations and any commitment made to the CNU community and its members.
- ☐ I understand I must stay current and aware of PLP expectations through communication means determined by PLP staff in addition to my own efforts.
- ☐ I understand I must wear business-professional attire at PLP President's Speakers Series and other designated events.

Self-Reporting: Self-reporting any code of conduct violation to the PLP office is more than just a policy written into the PLP contract, it is critical to character development and to understanding the responsibility of being a role model for the CNU community. Your development as someone with strong character is one of the main goals of the program.

PLP Conduct Process and Sanctioning: In order to be transparent and clear in communicating the standards and expectations of the program, an outline of the process and sanctioning that involves PLP students and conduct violations follows. As with any process, PLP staff approach it case-by-case and encourage students to appeal should they deem it necessary. See Appendix B for status and appeal information.

Appendix C - Conduct Agreement and Policy

The aim of the conduct agreement and policy is to clearly communicate program standards. By understanding this process you are better informed as to how your decisions may impact your standing in the program, and more importantly, how you will be held accountable. ***Please note that while the policy applies to most violations, consequences and procedures are subject to change.***

Students receiving their first violation and self-report to PLP

- Conduct meeting with PLP staff
- Reflection paper (submitted by given deadline)
- Probation for one term

Students who do not self-report to PLP

- Conduct meeting with PLP staff
- Reflection paper (submitted by given deadline)
- Deferred suspension (indefinitely)

Students who do not complete sanctions or who submit required work in an untimely manner

- Suspension (loss of scholarship for one semester) and/or deferred dismissal (indefinitely)

Students who receive multiple violations

- Conduct meeting with PLP staff
- Reflection paper (submitted on time by given deadline)
- Suspension (loss of scholarship for one semester) and/or deferred dismissal (indefinitely)

Students who receive honor code violation

- Conduct meeting with PLP staff
- Reflection paper (submitted on time by given deadline)
- Suspension (loss of scholarship for one semester) and/or deferred dismissal (indefinitely)

Students who are dismissed or suspended from the University

- Automatic dismissal from PLP

Students who receive a noise violation or warning from the University

- Written warning from PLP

Appendix D.1 – The Leadership Minor

The PLP co-curricular model (Experience. Develop. Succeed.) is a complementary experience to the minor in leadership studies. The knowledge you gain through the minor can be applied to your experiences through PLP; likewise, your experiences through PLP will strengthen and deepen your learning in the minor.

The leadership minor is designed to prepare ethical leaders who can identify important issues, heighten public awareness and understanding, develop imaginative solutions and strategies, and inspire and empower others to give of themselves to achieve the vision of a better tomorrow. Leadership is a process, not a role or position of authority, and involves establishing trust and achieving change through shaping vision, values and culture. The following curriculum is designed to prepare CNU students to engage effectively in the leadership process:

Year	Required Minor Courses
First Year Freshman	<p>Fall LDSP 210 – Self, Group and Leadership: This interactive course introduces students to the role of self and group in the leadership process. Through academic study, personal assessment, in-class activities and assignments, students will gain an understanding of how personal development impacts leadership capabilities, the importance of self-understanding to effective leadership, and the relationship between self-identity and group process. In addition to self-study, students will study group development, group think, and the effect of power and communication styles in group dynamics.</p> <p>Spring LDSP 230 – Leadership Through the Ages: In attempting to understand leadership in the 21st century, one cannot ignore the insights and practices of significant figures from the past. This course is designed to introduce students to some of the most influential historical leaders and thinkers from throughout the world and to examine how their lessons in leadership may or may not be applicable to current leadership issues. Using an interdisciplinary approach, students will study leaders acting in multiple contexts to understand how the contemporary and immediate situational factors influence leadership behavior.</p>
Second Year Sophomore	<p>Fall LDSP 310 – Leadership Theory and Research (<i>prerequisite: LDSP 230 or consent of the instructor.</i>) This course examines salient theories, approaches and the accumulated research-based understanding of the theoretical construct of leadership. Emphasis is placed on the evolution of leadership theory and contribution of research to the synthesis of historical leadership perspectives in contemporary leadership models. Enduring elements, ongoing controversies, emerging trends and contemporary research are examined. The role of leadership is distinguished from that of management.</p> <p>Spring** LDSP 386 – Values Leadership (<i>prerequisites: LDSP 310 with grade of C- or higher, or consent of instructor.</i>) This course examines the paradigm of values leadership as a theory and a philosophy. Values leadership is based on selecting, defining, modeling and promoting values to unify individuals in striving toward a shared vision. Values-based leaders create a culture of trust and leverage core values that inspire individuals to a higher level of motivation, morality and achievement. Terminal, instrumental and organizational values are explored. The techniques of envisioning, culture shaping, developing self-led followers, fostering trust and ethical decision making are explored. The course considers the moral responsibilities of a leader toward his or her followers.</p>
Third Year Junior	Choose two electives* (one course per semester recommended; see elective opportunities below)
Fourth Year Senior	LDSP 491W - Internship Seminar (<i>prerequisites: ENGL 223 and LDSP 310 with grade of C- or higher and junior standing.</i>) The internship seminar is designed to help students integrate and apply the knowledge and experiences obtained in leadership courses to the internship setting. Using various research methodologies students in the seminar will analyze the leadership of the internship site, assess its leadership effectiveness and determine strategies for change. Internship to be completed no more than one academic year prior to the seminar semester. Partially satisfies the writing intensive requirement. <i>Students must complete an approved internship no earlier than one year before taking this course.</i>

Appendix D.1 – The Leadership Minor

Electives

The following is a sampling of the electives offered through the Department of Leadership and American Studies. New electives are periodically added to the course catalog and may vary by semester. Check with a leadership faculty member or your core adviser for the most up-to-date elective offerings.

LDSP 195 - Special Topics Topics vary, determined by the special interests and needs of students and the expertise of faculty.

LDSP 295 - Special Topics Topics vary, determined by the special interests and needs of students and the expertise of faculty.

LDSP 330 - Cross-Cultural Leadership (prerequisite: LDSP 310 with grade of C- or higher, or consent of instructor). Old maps of a “flat” world show the area of origin as the center or middle of the earth, illustrating the mindset of societal and cultural pre-eminence. Through investigation of concepts, patterns and issues that shape society and cultural mores, students learn the importance of society and culture to effective leadership in a global setting and understand how to assess social structure and culture when making leadership decisions.

LDSP 384 - Leading Change (prerequisites: LDSP 230 or GOVT 101 or SOWK 201 or BUSN 300, all with grade of C- or higher, or consent of instructor.) This course examines models of change with particular emphasis on group processes and the role of leadership. Change is explored as a process that presents opportunities and challenges for internal and external change. The course analyzes resistance to change and how leadership processes can be developed and employed to facilitate and motivate change. Techniques for effective communication, intervention and conflict resolution are reviewed. Analytical methods to identify the need for change and individuals’ readiness for change are discussed.

LDSP 395 - Special Topics (prerequisite: LDSP 310 with grade of C- or higher, or consent of instructor.) Topics vary, determined by the special interests and needs of students and the expertise of faculty.

LDSP 399 - Independent Study in Leadership (prerequisites: consent of instructor and department chair.) The purpose of this junior-level course is to enable a qualified student to enrich his or her program through independent work under the guidance of a faculty member. The topic and method of grading are agreed upon in writing by the student and the supervising faculty member and filed with the appropriate college offices by the end of preregistration. A minimum cumulative grade-point average of 2.5 is required. A student may take a maximum of three hours of independent study in a semester and a maximum of six hours in his or her academic program.

LDSP 495 - Special Topics Topics vary, determined by the special interests and needs of students and the expertise of faculty.

LDSP 499 - Independent Study in Leadership (prerequisites: consent of instructor and department chair.) The purpose of this advanced, senior-level course is to enable a qualified student to enrich his or her program through independent work under the guidance of a faculty member. The topic and method of grading are agreed upon in writing by the student and the supervising faculty member and filed with the appropriate college offices by the end of preregistration. A minimum cumulative grade-point average of 2.5 is required. A student may take a maximum of three hours of independent study in a semester and a maximum of six hours in his or her academic program.

**Students must complete two elective courses to complete the minor; it is recommended that students complete the elective courses during junior and senior years. Students who complete both electives during their third year, do not need to complete an elective course during the fourth year.*

The following courses are also accepted electives for the minor: MST 100, HONR 335, MLSC 401-401L or MGMT 310. Course descriptions can be found in the current undergraduate catalog.

Appendix D.2 – Community Service vs. Philanthropy

Within PLP we firmly believe in the value of serving your community. Because of the value we place in the experience of community service it is important to draw a clear distinction between community service and philanthropy.

Community service is ... active participation that usually involves working with others and facing real-life problems and issues head-on. It helps you make a connection between yourself, the skills you have to offer and the needs of the community.

Examples: Painting a youth center, serving food at a shelter or mentoring a child.

Philanthropy is ... a desire to help mankind through the giving of gifts, usually monetary in nature, to humanitarian or charitable organizations. Raising money through an activity or fundraising that supports a charitable cause is defined as philanthropy and not community service. Collecting items for donation is considered philanthropy as well.

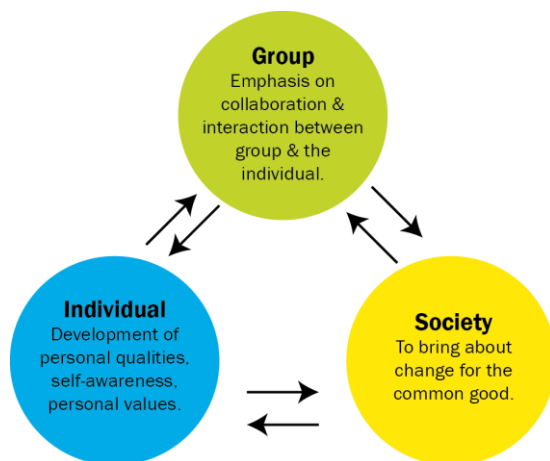
Examples: Food drives, raising money for a cause or collecting prom dresses.

Community Service Leadership Skill Development

While philanthropy is great for the people it helps, community service has other benefits you can only get from serving the community where you live. Leadership skills are developed, and by participating in community service, you may experience:

- Teamwork
- Real-world problem-solving skills
- Awareness of multicultural issues
- A broadened global perspective
- Compassion and concern toward others
- Active citizenship
- Various leadership skills including time management, communication, values and ethics

Appendix D.3 – Social Change Model of Leadership Development



The Social Change Model of Leadership Development appeals particularly to undergraduate students because the approach views leadership as a purposeful, collaborative, values-based process that uses multiple perspectives to enact positive social change. The model examines leadership development from three different perspectives:

- *The Individual*- What personal qualities are we attempting to foster and develop in those who participate in a leadership development program? What personal qualities are most supportive of group functioning and positive social change?
- *The Group*- how can the collaborative leadership development process be designed not only to facilitate the development of the desired individual qualities (above) but also to effect positive social change?
- *The Community/ Society*- Toward what social ends is the leadership development activity directed? What kinds of service activities are most effective in energizing the group and in developing desired personal qualities in the individual?

Social Change Model Core Values		
INDIVIDUAL	<i>Consciousness of self</i>	Awareness of the beliefs, values, attitudes and emotions that motivate one to take action.
	<i>Congruence</i>	Thinking, feeling and behaving with consistency, genuineness, authenticity, and honesty.
	<i>Commitment</i>	Motivational energy to serve and that drives the collective effort. Commitment implies passion, intensity and duration.
GROUP	<i>Collaboration</i>	Working with others in a common effort. It constitutes the cornerstone value of the group leadership effort because it empowers self and others through trust.
	<i>Common Purpose</i>	Working with shared aims and values. It facilitates the group's ability to engage in collective analysis of the issues at hand and the task to be undertaken.
	<i>Controversy With Civility</i>	Recognizes two fundamental realities of any creative group effort: that differences in viewpoint are inevitable, and that such differences must be aired openly but with civility.
COMMUNITY/ SOCIETY	<i>Citizenship</i>	Process whereby the individual and the collaborative group become responsibly connected to the community and the society through the leadership development activity.

References:

Komives, S.R., and Wagner, W. (2009) *Leadership for a Better World: Understanding the Social Change Model of Leadership Development*. San Francisco: Jossey Bass

Student Leadership at Humber: *Our Leadership Model* <http://www.humber.ca/studentleadership/our-leadership-model>

Appendix D.4 – Leadership Identity Development (LID) Model

The Leadership Identity Development Model was developed by Susan, Komives Julie Owen, Susan Longerbeam, Felicia Mainella, and Laura Osteen in response to an observed lack of theoretical models that address how leadership identity is developed in college students. While “many leadership educators think that college students are best informed by learning a relational-values approach to leadership which is inclusive, ethical, grounded in principles and values, and seeks collaborative processes in working with others toward a common vision or common purpose,” a model that explains how this development occurs was lacking from the literature. The LID model addresses the following research questions: what processes does a person go through to come to an awareness that he/she can make a difference and can work effectively with others to accomplish change? How does this relational leadership efficacy/identity develop?

Structure of the Model (see table on following page)

The Leadership Identity Development (LID) has five major components: Stages, Transitions, Phases, Select Developmental Influences, and Changing View of Self with Others. Each component is briefly described below.

“Stages”: Stages represent different positions along the path of identity development. The model is “stage-based” and recognizes that there is no fixed beginning or ending but they represent positions in the evolution of this identity. **The six “stages” are (1) awareness, (2) exploration/ engagement, (3) leader identified, (4) leadership differentiated, (5) generativity and (6) internalization/ synthesis.** The KEY shift in college seems to be from Stage 3 (leader identified) when one thinks “leaders do leadership” and even if one is a member of a group, one looks to the leader for direction and responsibility for the groups’ outcomes. Stage 4 (leadership differentiated) is a shift of consciousness to the *interdependence* of people in groups and if one is in a positional leader role there is a commitment to engage in that in a way to develop others, engages participation, and shares responsibility; if one is a member there is an awareness of influence and the responsibility of every member to engage in leadership together.

Transitions: Each stage ends with a transition in which “old ways of thinking or being shift and new ways emerge.” Transitions are usually times of reflection and decision to take some new action. make meaning out of any dissonance that existed in that stage and form a bridge to the new ways of thinking.

Phases: Stage 3 and 4 are comprised of two phases. These complex stages have an *emerging phase* that is a moving-into that stage and the trying on of new ways of relating, identifying new skills that are needed to handle that stage well, and getting comfortable. This phase is like trying on a new self. The *immersion phase* is a practice phase of becoming more skillful and informed, working better with others in the context of that way of thinking. This phase is fully into the stage.

Select Developmental Influences: The role of adults changes as students progress through this model over time. In the early stages they affirm and sponsor. They then become models and the more active engagement of mentors. During college they continue as models, and mentors, but also become meaning makers and evolve into friends. *Family, older peers, and same-age peers* play important roles in this process.

Changing View of Self with Others: Students move from dependence (on adults or authority) through independence (engaging in leadership themselves and with peers) before reaching interdependence, an awareness of and appreciation for the connections among people.

References:

Komives, S. R., Owen, J. E., Longerbeam, S., Mainella, F. C., & Osteen, L. (2005). Developing a leadership identity: A grounded theory. *Journal of College Student Development*.46, 593-611.

Appendix D.4 – Leadership Identity Development (LID) Model

STAGES →	1 Awareness		2 Exploration/Engagement		3 Leader Identified		The KEY	4 Leadership Differentiated		5 Generativity		6 Integration/ Synthesis	
Key categories	Transition		Transition	Emerging	Immersion	Transition	Transition	Emerging	Immersion	Transition	Transition		
Stage Descriptions	<ul style="list-style-type: none">• Recognizing that leadership is happening around you• Getting exposure to involvements	<ul style="list-style-type: none">• Intentional involvements (sports, church, service, scouts, dance, SGA)• Experiencing groups for first time• Taking on responsibilities	Transition	<ul style="list-style-type: none">• Trying on new roles• Identifying skills needed• Taking on individual responsibility• Individual accomplishments important	<ul style="list-style-type: none">• Getting things done• Managing others• Practicing different approaches/styles <p>Leadership seen largely as positional roles held by self or others: Leaders do leadership</p>	<ul style="list-style-type: none">• Shifting order of consciousness• Take on more complex leadership challenges	Transition	<ul style="list-style-type: none">• Joining with others in shared tasks/ goals• From positional or non-positional leader• Need to learn group skills<i>New belief that leadership can come from anywhere in the group (non positional)</i>	<ul style="list-style-type: none">• Seeks to facilitate a good group process whether in positional or non-positional leader role• Commitment to community of the group<i>Awareness that leadership is a group process</i>	<ul style="list-style-type: none">• Active commitment to a personal passion;• Accepting responsibility for the development of others,• Promotes team learning,• Responsible for sustaining organizations	Transition	<ul style="list-style-type: none">• Continued self development and life long learning,• Striving for congruence and internal confidence	
Changing View of Leadership	<ul style="list-style-type: none">• Other people are leaders; leaders are out there somewhere	<ul style="list-style-type: none">• "I want to be involved"	<ul style="list-style-type: none">• "I want to do more"	<ul style="list-style-type: none">• "A leader gets things done"	<ul style="list-style-type: none">• "I am the leader and others follow me" or "I am a follower looking to the leader for direction"	<ul style="list-style-type: none">• Holding a position does not mean I am a leader	Transition	<ul style="list-style-type: none">• "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"	<ul style="list-style-type: none">• "Leadership is happening everywhere; leadership is a process; we are doing leadership together; we are all responsible"	<ul style="list-style-type: none">• "I am responsible as a member of my communities to facilitate the development of others as leaders and enrich the life of our groups"	Transition	<ul style="list-style-type: none">• "I know I am able to work effectively with others to accomplish change from any place in the organization"; "I am a leader"	
Developing Self	<ul style="list-style-type: none">• Becomes aware of national leaders and authority figures (e.g. the principal)	<ul style="list-style-type: none">• Want to make friends	<ul style="list-style-type: none">• Develop personal skills• Identify personal strengths/ weaknesses• Prepare for leadership• Build self confidence	<ul style="list-style-type: none">• Positional leadership roles or group member roles• Narrow down to meaningful experiences (e.g. church, sports, clubs, yearbook, scouts, class projects)	<ul style="list-style-type: none">• Models others• Leader struggles with delegation• Moves in and out of leadership roles but still believes the leader is in charge• Appreciates individual recognition	<ul style="list-style-type: none">• Recognition that I cannot do it all myself• Learn to value the importance/ talent of others	Transition	<ul style="list-style-type: none">• Learn to trust and value others & their involvement• Openness to perspectives• Develop comfort leading as an active member• Let go control	<ul style="list-style-type: none">• Learns about personal influence• Effective in both positional and non-positional roles• Practices being engaged member• Values servant leadership	<ul style="list-style-type: none">• Sponsor and develop others• Transforming leadership• Concern for leadership pipeline• Concerned with sustainability of ideas	Transition	<ul style="list-style-type: none">• Sees leadership as a life long developmental process• Want to leave things better• Am trustworthy and value that I have credibility• Recognition of role modeling to others	
Group Influences	<ul style="list-style-type: none">• Uninvolved or "inactive" follower	<ul style="list-style-type: none">• Active follower or member• Engage in diverse contexts (e.g. church, sports, clubs, class projects)	<ul style="list-style-type: none">• Narrow interests	<ul style="list-style-type: none">• Leader has to get things done• Group has a job to do; organize to get tasks done	<ul style="list-style-type: none">• Involve members to get the job done• Stick with a primary group as an identity base; explore other groups	<ul style="list-style-type: none">• Meaningfully engage with others• Look to group resources	Transition	<ul style="list-style-type: none">• Seeing the collective whole; the big picture• Learn group and team skills	<ul style="list-style-type: none">• Value learns connectedness to others• Learns how system works	<ul style="list-style-type: none">• Sustaining the organization• Ensuring continuity in areas of passion/ focus	Transition	<ul style="list-style-type: none">• Anticipating transition to new roles	<ul style="list-style-type: none">• Sees organizational complexity across contexts• Can imagine how to engage with different organizations
Developmental Influences	<ul style="list-style-type: none">• Affirmation by adults (parents, teachers, coaches, scout leaders, church elders)	<ul style="list-style-type: none">• Observation/ watching• Recognition adult sponsors	<ul style="list-style-type: none">• Role models• Older peers as sponsors• Adult sponsors• Assume positional roles• Reflection/ retreat	<ul style="list-style-type: none">• Take on responsibilities	<ul style="list-style-type: none">• Model older peers and adults• Observe older peers• Adults as mentors, guides, coaches	<ul style="list-style-type: none">• Older peers as sponsors & mentors• Adults as mentors & meaning makers• learning about leadership	Transition	<ul style="list-style-type: none">• Practicing leadership in ongoing peer relationships	<ul style="list-style-type: none">• Responds to meaning makers (student affairs staff, key faculty, same-age peer mentors)	<ul style="list-style-type: none">• Responds to meaning makers (student affairs staff, same-age peer mentors)	Transition	<ul style="list-style-type: none">• Shared learning• Reflection/ retreat	<ul style="list-style-type: none">• Re-cycle when context changes or is uncertain• Contextual (contextual uncertainty), enables continual recycling through leadership stages
Changing View of Self with others	Dependent		Dependent/Independent		Interdependent								