

the  
**NORTHWESTERN  
LEADERSHIP  
FRAMEWORK**

# A COLLECTIVE APPROACH TO

Northwestern has a proud tradition of graduating students who make significant contributions to the world through public service, science and technology, the private sector, and the arts. We believe this is a result of a constellation of educational opportunities and support throughout a student's Northwestern experience.

The Northwestern Leadership Framework supports this tradition by connecting and weaving together a coordinated and integrated cross-campus approach to leadership development that is grounded in the values and mission of Northwestern and the Division of Student Affairs. Together, we strive to increase students' capacity and agency to facilitate positive change, and develop as reflective and authentic leaders for a more just and equitable world.

Students, staff, and faculty came together in the belief that we can best serve students in their leadership development when we embrace and implement a common framework and language. This ensures that students have a common lens through which they can make meaning and synthesize their diverse experiences in support of their overall leadership development and efficacy. After two years of work, contributions from hundreds of stakeholders, and a deep dive into the research and data, the Leadership Framework guides our work to support student leadership development and leadership outcomes.

## ***We ground our work in the following principles:***

<p><b>Students are partners in this process.</b></p> <p>They are integral in the creation and implementation of programs and initiatives that support leadership development.</p>	<p><b>Leadership can be learned and developed.</b></p> <p>Through hard work, skills development, and reflection, everyone can develop their capacity to lead.</p>	<p><b>Leadership does not require a title; it is available to all.</b></p> <p>Anyone can engage in leadership, and it can be practiced anywhere within organizations and systems.</p>
<p><b>Leadership is both an art and a science.</b></p> <p>There is no formula for leadership. Great leadership combines knowledge of how to be effective with an ability to be adaptable.</p>	<p><b>Leadership brings positive change.</b></p> <p>Beyond just getting stuff done, leadership requires an aspirational vision for an organization, community, or cause.</p>	<p><b>Leadership is an interpersonal activity.</b></p> <p>Defining leadership as individual traits or skills is limiting; leadership is what someone does to engage and mobilize with others over the long run.</p>
<p><b>No theory is the best theory.</b></p> <p>Our leadership development approach will honor diverse forms and perspectives of leadership in order to foster authenticity, expand accessibility, and equip students to work collectively to solve complex problems.</p>	<p><b>Leadership requires inner work and self care.</b></p> <p>Leadership development is a lifelong process that can be stressful. Developing a practice of reflection and self care is critical to sustain engagement.</p>	<p><b>There is wisdom beyond the walls of our University.</b></p> <p>Community partners, internship supervisors, employers, and our neighbors are co-educators. Our physical locations in Evanston, Chicago, and Qatar are assets for learning and development.</p>

Adapted from Shankman, M. L., Allen, S. J., Haber-Curran, P., & Komives, S. R. (2015). *Emotionally intelligent leadership: A guide for students.*

# LEADERSHIP DEVELOPMENT

Students are learning and engaging in leadership throughout their experiences in college—living with roommates, participating in student organizations, learning through employment, collaborating on group projects in the classroom, and beyond. Student Affairs staff and our campus partners support students in each of these areas and more.

To that end, we designed our approach to implementing the Leadership Framework by weaving together the existing strengths of our university. We draw inspiration from the best

practices of Collective Impact, an approach for tackling complex social issues. By building on the strengths of differentiated programs, departments, and initiatives across campus, we will create an integrated culture of leadership. Using common language and working with a shared framework, we will reinforce each others' efforts to foster student learning and development. Leadership Development & Community Engagement serves as the “backbone support” by coordinating, supporting, and assessing the implementation of the shared vision for students' leadership development.



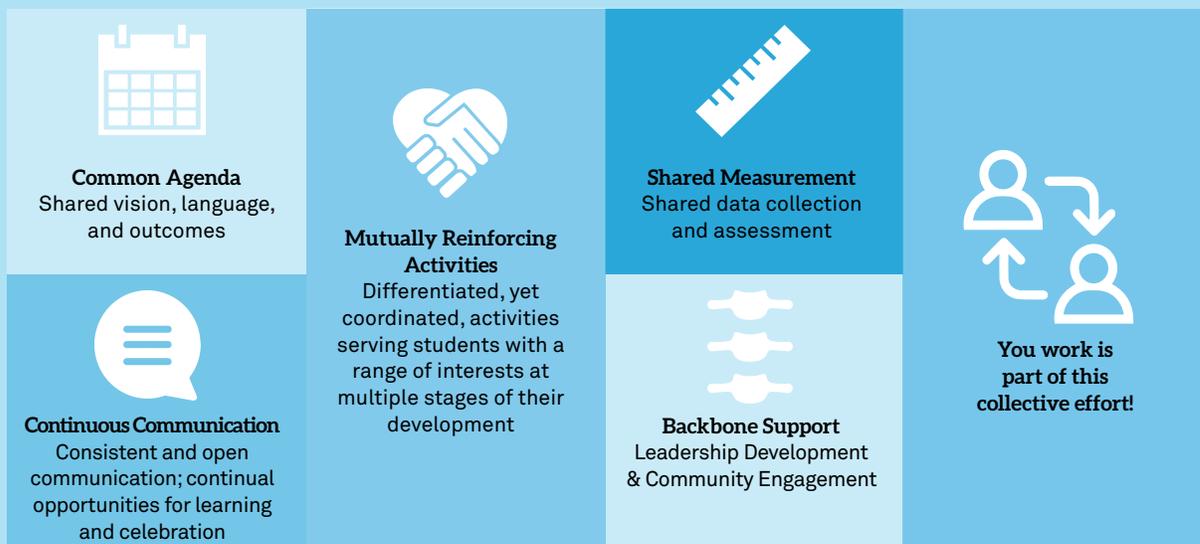
Isolated Impact



Collective Impact

Adapted from Kania, J. & Kramer, J. (2011, Winter). *Collective Impact*. Retrieved from [https://ssir.org/articles/entry/collective\\_impact](https://ssir.org/articles/entry/collective_impact)

**There are five conditions needed to create collective impact:**



# INTENTIONAL LEADERSHIP DEVELOPMENT

## *Through this guide, we hope to achieve two goals:*

Provide practical guidance for using the concepts of the Leadership Framework to shape your programming and curriculum development. As we educate and engage our students through our various departments, they are undoubtedly developing their capacity for leadership. When all of us use the concepts of the Leadership Framework in our programs to have explicit conversations about leadership development, we will reinforce what students are learning across Student Affairs and beyond.

and

Support our own lifelong leadership development. While the primary audience for the Leadership Framework is our students, it can also be used as a tool to examine our own leadership development and the practices of our programs, departments, and systems.

## **Using the Leadership Framework:**

Many of your programs probably already have some thread of student leadership development embedded in them. The Leadership Framework can help you build on your existing strengths to amplify leadership development. The Leadership Development & Community Engagement team can serve as thought partners to support you in integrating new elements of leadership development into your work. Contact us to set up a meeting: [LDCE@northwestern.edu](mailto:LDCE@northwestern.edu).



Assess how your programs currently support student leadership development. Where do your existing learning outcomes align with the leadership learning outcomes? Pages 7 – 16 of this guide outline the learning outcomes.



Evaluate where you can make adjustments to your learning outcomes and curriculum to explicitly align with the Leadership Framework. Shared language is crucial for collective impact.



Consider where the Leadership Framework could bring added value to your existing work with students. For example, if your department has student employees, adding leadership development as an intentional outcome can help students synthesize and make meaning from their experiences in new ways.



Be an active contributor to our collective work. Sign up for our listserv: [lci@listserv.it.northwestern.edu](mailto:lci@listserv.it.northwestern.edu). Share your great work with us. Be part of our thriving community of practice through the monthly meetings of the Leadership Collective Impact Group.

# LEADERSHIP DEVELOPMENT PEDAGOGY

Leadership development is propelled by experiential learning and critical reflection. As educational reformer and Student Affairs forebear John Dewey (1916) said, “We do not learn from experience... we learn from reflecting on experience.” Kolb’s (1984) experiential learning cycle illustrates this process. Use of a simple critical reflection tool, “*What, So What, Now What,*” can support students in moving through the learning cycle.

## Concrete Experience:

Engaging directly in an authentic situation

Students are having concrete leadership development experiences every single day through their student organizations, living situations, jobs, community engagement, campus activism, classes, and other types of involvement. Invite students to draw upon examples from their daily experiences as a lens through which to examine their leadership development.

## Active Experimentation:

Testing new ideas and honing skills through a new experience

*Now what? How will I apply my new learning? How will my actions be different? In what ways can I test out my new ideas?*

Encourage students to apply their new learning the next time they act. When students are aware of their own learning, they will be more invested in their development and see greater growth. Each experience and reflection builds towards the next, and the experiential learning cycle continues.

## Reflective Observation:

Noticing what happened and relating to past experience and conceptual understandings

*What? What happened? What was your role? What actions did you take? What did you expect and what was different?*

Provide active learning opportunities for students to reflect on their individual experiences and the experiences of the group.

- **Think, Pair, Share:** Students think or jot notes individually, then pair up to discuss similarities or differences in perspectives or to challenge each other to think in new ways about the topic.
- **Continuum or Barometer:** Designate an imaginary line across a room that represents a scale (1 – 10, for example). Pose questions and have students, as they are able, physically line up on the continuum to represent how they feel about the question or prompt. Alternately, this same activity can be done with notecards or signs representing a number rather than physically moving around a room.
- **Concentric Circles:** Students form two concentric circles and take turns answering questions. Rotate with every change in prompt. Report the themes back to the large group.
- **Written prompts or journaling:** Incorporate regular writing or journaling into your program as an opportunity for students to think more deeply about a topic. Students can collectively develop prompts that are relevant for the experience.

## Abstract Conceptualization:

Distilling perception into abstract concepts

*So what? Why does this matter? What did you learn? Why is it important? What patterns are emerging? What larger social issues are connected to these topics?*

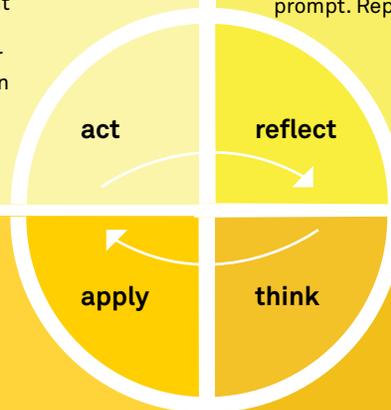
Support students in connecting their experiences to the concepts in the Leadership Framework.

- **Self-Assessments:** Students self-identify areas in which they would like to develop or improve upon current areas of strength.
- **Articles, Videos, and Research:** Have students find articles or videos that connect to the leadership concepts they are developing. Create space for students to lead group discussions on these pieces.
- **Buzz Groups:** Groups of 3 – 5 gather for discussion of multiple perspectives or question generation. Have groups report out to highlight additional viewpoints.
- **Case Studies:** These allow students to draw lessons or conclusions and connect those to their own experiences. Students can develop their own case studies from their real life experiences.
- **Gallery Walk:** In small groups, students move around the room to answer prompts or react to visuals and build on the ideas of other groups.

Dewey, J. (1916/1980). Democracy and Education. In J. A. Boydston (Ed.), *John Dewey: The Middle Works, 9, 1889 – 1924*. Carbondale, IL: SIU Press.

University of Georgia Center for Teaching and Learning. (2017). *Experiential Learning*. Retrieved from: <https://wwwctl.uga.edu/pages/experiential-learning>

Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs, NJ, Prentice-Hall.



# LEADERSHIP FRAMEWORK



Growth  
Efficacy  
Authenticity

There is no beginning or end point of leadership development, but rather it is a lifelong iterative process of change. The Leadership Framework illustrates this idea visually by positioning the concepts as interlocking circles. The intersections of the circles give us an opportunity to explore how leadership concepts are inextricably linked and what leadership development may look like in multiple contexts. The very center of the diagram represents our aspirations for student leadership development: authenticity, continual growth and development, and increased agency and leadership efficacy.

**About This Concept:**  
Understanding self is the foundation of leadership. When students understand their motivations, behaviors, identities, and strengths, they can engage with others in an authentic and effective way. Students who work to develop an understanding of self can better identify how they may be affected by their context and interact with other people, why they make certain decisions, and more effectively adapt to changing circumstances.

Competency	Why It's Important
Values Exploration	Our values guide decision making and how we interpret experiences. We find meaning and purpose in our actions when they are aligned with our values and can engage with others authentically as a result.
Strengths Development	We each have the capacity to be leaders, and no two leaders are alike. Identifying our strengths allows each of us to build on our talents and amplify them in unique ways in which we work with others in a team to make positive contributions to the world.
Leadership Style	The combination of strengths, personality, and values informs the ways in which we interact with others to make change. Our leadership style allows us to adapt and adjust to engage more effectively.
Social Identities	Social identities are the groups of which we are a part, such as race, class, religion, sexual orientation, ability, age, and national origin, among others. We have the capacity to hold multiple identities, and these identities, as well as others' perceptions of them, impact our leadership socialization and how we understand ourselves, the world, and act within a leadership space.
Resilience	Encountering personal and organizational obstacles is inevitable. Resilience is the capacity to handle the uncertainty of change and grow from the experiences. When we develop resilience, we increase our ability to persist and to develop relationships and communities.

# HOW TO USE THIS GUIDE

This section will give you more information about each core concept of the Leadership Framework. Within each core concept, there are a handful of competencies that support the overall development of a student's conceptualization of leadership. Here we outline each competency, provide examples of learning outcomes, and suggest curricular strategies for engaging students in a learning process.

**Concept:** Concepts and competencies can be explored at three levels: individual, group, and individual within groups. Work with students to consider their development of skills and engagement in a leadership process as an individual. Encourage groups to think about how these concepts relate to their organizational development, internal processes, and the outcomes or goals of their work together. Challenge students to explore their actions within a group and how they contribute to the group's overall success.

**Learning Outcome:** This is our goal for student learning related to each concept. Each of these outcomes aligns with the Student Affairs Learning Domains. Measuring what students are learning as a result of their involvement in programs, activities, and services offered across the Division and beyond is part of our greater leadership development assessment strategy.

**Intersections With The Other Concepts:** Some of the most interesting topics arise where the concepts intersect with one another. In this section, we offer examples of topics to explore in the intersections. There are many more examples than what we provide in this guide.

**Curriculum Ideas:** Here are ideas of activities that you can do with your students to engage them in learning about the core concepts and competencies. Be sure to pair curricular strategies with questions for reflection that explicitly connect students' learning to leadership development.

## UNDERSTANDING SELF

**Learning Outcome:** Students who participate in leadership development programs and activities will be able to identify and articulate their own values, strengths, and social identities and how they inform their authentic leadership style.

**Students will be able to... Questions for Reflection**

Articulate their values and principles involved in personal decision-making; act in congruence with personal values, beliefs, identity, ethical, spiritual, and moral values.

How do your values shape your actions? What happens when your actions and values align? What happens when your actions are not aligned with your values? What or who has shaped your values?

Articulate, internalize, and apply personal skills and abilities; accurately assess growth areas and opportunities to deepen and develop strengths.

How do your individual strengths contribute to a group, team, or organization? What are your passions about, and how does that passion align with what the world needs?

Translate one's previous experiences, personality, beliefs, and capacities into an authentic and productive leadership style.

How would others describe your leadership style? How do your strengths inform your leadership style?

Demonstrate commitment to understanding one's own identity and culture; integrate multiple aspects of identity into a coherent whole; recognize and exhibit interdependence in accordance with environmental, cultural, and personal values; identify and commit to important aspects of self.

What social identities shape your daily experiences? How do your social identities affect the way you show up in groups? How has the way you were socialized shaped your view of leadership?

Withstand and bounce back (or forward) from adversity; preempt and prevent adversity; make purposeful decisions regarding balance among education, work, and leisure time; engage in strategies for self-care and to foster wellness; seek mentorship and develop a support system.

What do you do to re-charge or practice self-care? What types of activities can become a daily practice of self-care for you? Who are your mentors and how do they form a network of support for you? How do you approach obstacles or challenging situations?

**Intersections With The Other Concepts**

- Justice & Ethics:** Explore the values and principles involved in personal and organizational decision-making and the impacts of those decisions on others; interrogate how social identities influence how you interpret and experience the world, and how abuse of power, authority, and positional leadership roles maintains systems of oppression
- Strategy & Reasoning:** Analyze how your experiences, strengths, style, and personality might shape the way you reason, plan, and make decisions; consider strengths and how they support the ways you define and measure your success
- Building & Maintaining Relationships:** Consider how your leadership style affects your ability to develop authentic relationships; identify the strengths and needs of a group and how to contribute your ideas and strengths to make progress on a common agenda or group goals
- Executing Change:** Deconstruct your motivations and take accountability for your actions; reflect upon how you are uniquely able to contribute to a larger change movement through collective action

**Curriculum Ideas**

- Ranking of values with reflective storytelling
- Reflective journals with prompts, or prompts that can be explored through drawing, poetry, spoken word, or other means of expression
- Strengths-based self-assessment tools and personality assessments (Gallup - StrengthsQuest, Myers-Briggs Type Indicator, True Colors, Bolman and Deal - Leadership Orientations Assessment, Kouzes and Posner - Leadership Practices Inventory)
- Cycle of Socialization and Social Identity Wheel
- Conversations with mentors who can share observations about leadership style and strengths
- Personal development reflection and goal setting
- Identify practices to develop resilience, promote wellness, and engage in self-care such as sharing gratitude, incorporating nature, breathing or mindfulness techniques
- Sharing stories of overcoming obstacles and lessons learned

**Competency:** The development of these competencies supports growth in students' conceptual understanding of the related core concept. This section gives information about what each competency means, and offers learning outcomes that you can use in your programs and activities.

**Reflection:** Reflection is a key tool for learning. Use questions like these to engage students in reflective thinking or writing. Add another layer of learning by asking questions that relate your content explicitly to leadership development. How does this relate to your leadership experiences? How does this inform or change the way you think about leadership? How does this help you understand the way you lead?

# UNDI

## About This Concept:

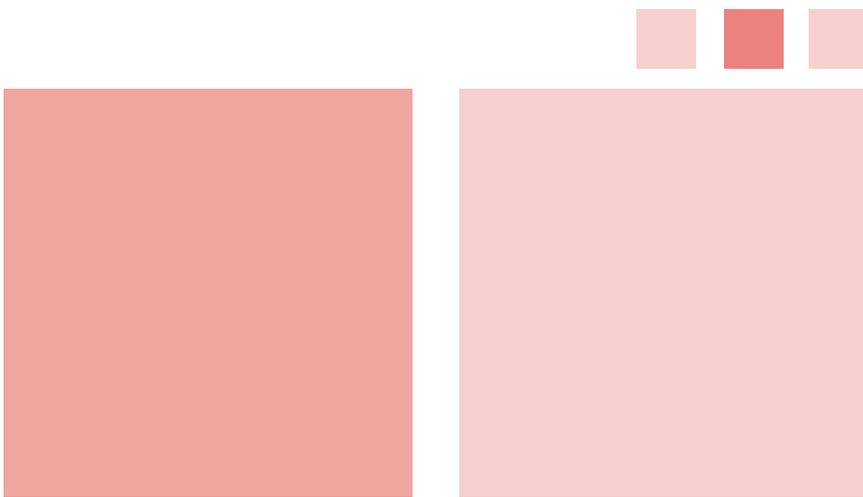
Understanding self is the foundation of leadership. When students understand their motivations, behaviors, identities, and strengths, they can engage with others in an authentic and effective way. Students who work to develop an understanding of self can better identify how they may be affected by their context and interactions with other people, why they make certain decisions, and more easily adapt to changing circumstances.

## Learning Outcome:

Students who participate in leadership development programs and activities will be able to identify and articulate their own values, strengths, and social identities and how they inform their authentic leadership style.

<b>Competency</b>	<b>Why It's Important</b>	<b>Students will be able to...</b>	<b>Questions for Reflection</b>
<b>Values Exploration</b>	Our values guide decision-making and how we interpret our experiences. We find meaning and purpose in our actions when they are aligned with our values, and can engage with others more authentically as a result.	Articulate their values and principles involved in personal decision-making; act in congruence with personal values, beliefs, identity, ethical, spiritual, and moral values.	How do your values shape your actions? What happens when your actions and values align? What happens when your actions are not aligned with your values? What or who has shaped your values?
<b>Strengths Development</b>	We each have the capacity to be leaders, and no two leaders will be alike. Identifying our strengths allows each of us to build upon our talents and amplify the unique ways in which we can work with others in a team and make positive contributions to the world.	Articulate, internalize, and apply personal skills and abilities; accurately assess growth areas and opportunities to deepen and develop strengths.	How do your individual strengths contribute to a group, team, or organization? What are you passionate about, and how does that passion align with what the world needs?
<b>Leadership Style</b>	The combination of strengths, personality, and values informs the ways in which we interact with others to make change. Knowing our style allows us to adapt or adjust to engage more effectively.	Translate one's previous experiences, personality, beliefs, and capacities into an authentic and productive leadership style.	How would others describe your leadership style? How do your strengths inform your leadership style?
<b>Social Identities</b>	Social identities are the sense of who we are based on our memberships in perceived social groups such as race, class, gender, religion, sexual orientation, ability, age, and national origin, among others. We have each been shaped by our own experiences of holding different identities as well as by others' perceptions and assumptions of our identities. This socialization impacts the way we understand ourselves, think, and act within a leadership situation.	Demonstrate commitment to understanding one's own identity and culture; integrate multiple aspects of identity into a coherent whole; recognize and exhibit interdependence in accordance with environmental, cultural, and personal values; identify and commit to important aspects of self.	What social identities shape your daily experiences? How do your social identities affect the way you show up in groups? How has the way you were socialized shaped your view of leadership?
<b>Resilience</b>	Encountering personal and organizational obstacles is inevitable. Resilience is the capacity to handle the unexpected in stride and grow from those experiences. When we develop resilience, we increase our ability to persist and to develop strong relationships and communities.	Withstand and bounce back (or forward) from adversity; preempt and prevent adversity; make purposeful decisions regarding balance among education, work, and leisure time; engage in strategies for self-care and to foster wellness; seek mentorship and develop a support system.	What do you do to re-charge or practice self-care? What types of activities can become a daily practice of self-care for you? Who are your mentors and how do they form a network of support for you? How do you approach obstacles or challenging situations?

# UNDERSTANDING YOURSELF

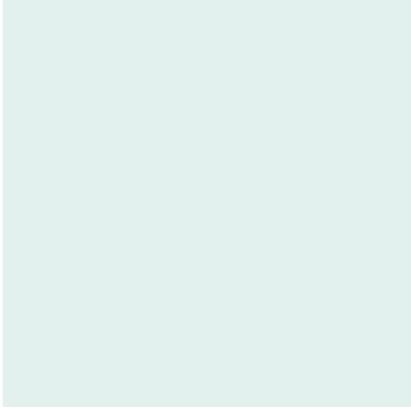


## **Intersections With The Other Concepts**

- **Justice & Ethics:** Explore the values and principles involved in personal and organizational decision-making and the impacts of those decisions on others; interrogate how social identities influence how you interpret and experience the world, and how abuse of power, authority, and positional leadership roles maintains systems of oppression
- **Strategy & Reasoning:** Analyze how your experiences, strengths, style, and personality might shape the way you reason, plan, and make decisions; consider strengths and how they support the ways you define and measure your success
- **Building & Maintaining Relationships:** Consider how your leadership style affects your ability to develop authentic relationships; identify the strengths and needs of a group and how to contribute your ideas and strengths to make progress on a common agenda or group goals
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## **Curriculum Ideas**

- Ranking of values with reflective storytelling
- Reflective journals with prompts, or prompts that can be explored through drawing, poetry, spoken word, or other means of expression
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- Conversations with mentors who can share observations about leadership style and strengths
- Personal development reflection and goal setting
- Identify practices to develop resilience, promote wellness, and engage in self-care such as sharing gratitude, incorporating nature, breathing or mindfulness techniques
- Sharing stories of overcoming obstacles and lessons learned



# JUSTICE & ETHICS

## ***About This Concept:***

Leadership is a positive change process, and therefore, is not value neutral. Inherent in leadership is a responsibility and connection to working for the greater good of a group or community. A lens of justice and ethics must be developed at the individual and group levels in order to act with integrity, value the perspectives of others, challenge oppressive systems, foster inclusivity, and create organizations and communities where all members can thrive.

## ***Learning Outcome:***

Students who participate in leadership development programs and activities will develop a set of ethics and a social justice lens through which they conceptualize and practice leadership.

<b>Competency</b>	<b>Why It's Important</b>	<b>Students will be able to...</b>	<b>Questions for Reflection</b>
<b>Cultural Humility &amp; Perspective-Taking</b>	We will never fully understand the experience of another person. An orientation of humility and perspective-taking assumes that we will always be learning and open to the perspectives that others bring and deem most valuable.	Work collaboratively with people different from oneself; affirm and value the worth of individuals and communities; engage with curiosity and humility; understand that the process of learning about individuals and cultures is a lifelong endeavor; consider others' perspectives and points of view as an opportunity to learn.	How do you remain open to learning about others' experiences and perspectives over the course of your entire lifetime? How do the perspectives and outcomes of others inform your ethics?
<b>Understanding Power</b>	Power dynamics exist in every relationship, group, community, and society. By acknowledging, naming, and understanding how power operates, we can work to dismantle the ways in which it maintains oppression, and appropriately use power in collaboration with others to create positive social change.	Recognize social systems and their influence on people; acknowledge and challenge the inherent power imbalances in hierarchy and in social systems; understand how to build and leverage power for positive social change; recognize power dynamics and their effects and how to respond to them effectively within groups.	In what ways do you have power and how can you use it to make positive change? How can your group build power for positive change? What principles govern how you navigate systems of power?
<b>Equity, Privilege, &amp; Oppression</b>	Moving towards equity and justice is both a process and a goal. By understanding our target and agent social identities and social power, we can learn the ways in which power, privilege, and oppression are reinforced within leadership positions and situations. We can challenge these systems within our organizations and beyond, and amplify voices that have been historically silenced.	Identify systematic barriers to equality and inclusiveness, then advocate and justify means for dismantling them; in interactions with others, exhibit respect and preserve the dignity of others; understand that there is an inequitable distribution of social power within society, resulting in advantages for some and disadvantages for others, and work toward a more equitable distribution of social power; articulate the advantages and impact of a diverse society.	How do systems of power, privilege, and oppression affect you and operate within your groups? How does your group challenge systems of oppression internally and externally?
<b>Interdependence</b>	Our experiences in the world are inextricably linked. Fostering healthy mutual reliance on one another and between groups allows us to think collectively about how leadership can create positive change for all.	Share a group or organizational goal and work with others to achieve it; seek help from others when needed and offer assistance to others; learn from the contributions and involvement of others; accept supervision, direction, and feedback as needed; demonstrate consideration of the welfare of others in decision-making.	What are your/your group's ethics and standards for behavior? What happens when your/your group's actions do not align with those ethics? How can you foster interdependence in your communities?

### **Intersections With The Other Concepts**

- **Understanding Self:** Consider how your social identities and experiences inform the development of your personal values and group ethics; explore how your leadership style supports or inhibits a more equitable and inclusive group process; discern your motivation for leading and how your engagement can contribute to a more just and equitable world
- **Strategy & Reasoning:** Analyze how decisions are made and whose voices and perspectives are represented; interrogate the ways in which you define success and the underlying assumptions that may be influencing your reasoning
- **Building & Maintaining Relationships:** Examine how you wield power within groups and in relationships; audit your group's inclusivity practices and the intercultural dynamics that are present; reflect on why your organization exists and if there are others with whom you could partner for greater impact
- **Executing Change:** Anticipate organizational transitions and the ethical issues involved in organizational change; identify where intergroup collaboration could foster greater interdependence and an ability to create more positive change

### **Curriculum Ideas**

- Group development of a code of ethics and organizational values
- Move into the Circle activity
- Star Power simulation
- Case studies of current events with reflection about leadership process
- Interviews with social change makers
- Develop a sustained community partnership with an organization that relates to the group's work or interests
- Engage in an organizational power analysis
- Use racial equity impact assessments in decision-making

# STRATEGY & REASONING

**About This Concept:**

Leadership involves facilitating a process of planning and decision-making in order to move a group towards positive change. Individuals and groups must become skilled at analyzing their context, considering options, assessing resources and possible outcomes, and developing methods for organizations to thrive as they engage complex problems.

**Learning Outcome:**

Students who participate in leadership development programs and activities will be able to identify opportunities for growth or improvement and strategically plan for the sustained and ethical practice of leadership.

<b>Competency</b>	<b>Why It's Important</b>	<b>Students will be able to...</b>	<b>Questions for Reflection</b>
<b>Critical Thinking &amp; Analysis</b>	The ability to examine an issue from multiple sides, weigh the merits of information, and assess the impact of actions allows us to understand situations and make the best decisions possible as individuals and organizations.	Identify important problems, questions, and issues; analyze, interpret, and make judgments of the relevance and quality of information; assess assumptions and consider alternative perspectives and solutions; use complex information from a variety of sources including personal experience and observation to form a decision or opinion; be open to new ideas and perspectives.	What is involved in the planning and analysis of your group's work? How do you improve upon these practices? What factors and viewpoints do you consider as you think critically about issues, direction, relationships, and interactions?
<b>Planning &amp; Decision-Making</b>	Resources such as time and money are often limited, so planning and strategic decision-making are crucial for personal and organizational development and goal setting. We can often accomplish more when we understand how and why we make decisions, and are able to map out the ways in which we will achieve our goals and mission.	Set and pursue goals; articulate and make plans to achieve long-term goals and objectives; identify and work to overcome obstacles that impede goal achievement; articulate the values and principles involved in personal decision-making.	What is the structure of your organization? What are the mission, vision, value, goals, and culture? Do all of those pieces align with your goals and position you for positive change? How do you/your group make decisions? What informs your choices and how do you come to agreement?

<b>Competency</b>	<b>Why It's Important</b>	<b>Students will be able to...</b>	<b>Questions for Reflection</b>
<b>Innovation</b>	As Einstein (2003) said, "we cannot solve problems with the same thinking we used when we created them." We need new and creative thinking to tackle complex challenges and make change in our current realities. As our world ever-evolves, we need to be nimble in our approaches.	Integrate mental, emotional, and creative processes for increased insight; formulate a new approach to a particular problem; apply previously understood information, concepts, and experiences to a new situation or setting; rethink previous assumptions; generate new problem-solving approaches based on new insights; recognize one's own capacity to create new understanding from learning activities and dialogue with others.	How do you ensure that you are continually seeking new and better ways of doing things?
<b>Systems Thinking</b>	We live in an interconnected world where every action and decision has a ripple effect. Understanding the relationships and networks connected to our work enables us to amplify the change we are creating while mitigating unintended consequences.	Understand and analyze the interconnectedness of societies worldwide; demonstrate effective stewardship of human, economic, and environmental resources; understand networks and the relationships between individual parts of a network; anticipate the impacts of altering one part on the system as a whole.	How do you/your group consider how your work is part of a larger system or context? What effect does your work have on others?

### Intersections With The Other Concepts

- **Understanding Self:** Consider how your values and identities affect your decision-making and priorities; understand your norms and stocks of knowledge and how those may inhibit your ability to be innovative
- **Justice & Ethics:** Deconstruct the roles that power, privilege, and oppression play in maintaining or creating systems; examine if there are methods of critical thinking or planning from outside of your social location that may inform your leadership in new ways
- **Building & Maintaining Relationships:** Examine your organization's structures and culture and how those may help or hinder your organization in the process towards achieving its goals; assess the impact of decision-making on the health of the group and its members, particularly during high stress times; consider how relationships are intentionally built and not just assumed to exist
- **Executing Change:** Anticipate circumstances that may require your organization to be adaptable or deal with ambiguity; consider how collaborative partners can help expand your understanding of a network or system

### Curriculum Ideas

- Case studies that highlight the interconnectedness of systems and stakeholders
- Organizational development of a 3 - 5 year strategic plan
- Work backwards step-by-step from a goal/outcome to make a detailed plan and highlight decision-points within the plan
- Problem-solving scenarios that require three or more solutions to drive innovation
- Debates on controversial topics where students must argue from the side with which they disagree and engage in fact-seeking analysis
- Power-map the campus or larger context and determine what influences decision-makers on particular topics

Einstein, A. (2003). *A message to intellectuals*. J. Green (Ed.). New York: Ocean Press.

# BUILDING & MAINTAINING

## **About This Concept:**

We live in an interconnected world that demands leadership informed by and built upon interpersonal relationships. Building and maintaining relationships within organizations is critical for organizational health, continued investment by members, and productivity; relationships between organizations facilitates collaboration and working towards shared goals.

## **Learning Outcome:**

Students who participate in leadership development programs and activities will be able to build and maintain relationships in order to positively shape their communities at Northwestern and beyond.

<b>Competency</b>	<b>Why It's Important</b>	<b>Students will be able to...</b>	<b>Questions for Reflection</b>
<b>Communication</b>	The ability to convey ideas through speaking, writing, visuals, and non-verbal means is only half of the communication process. The other half is listening. We need to engage both output and input in small and large settings to build understanding, develop relationships, and share ideas that lead to action.	Convey meaning in a way that others understand by writing and speaking coherently and effectively; write and speak after reflection; influence others through writing, speaking, or artistic expression; effectively articulate abstract ideas; use appropriate syntax and grammar; make and evaluate presentations or performances; listen attentively to others and respond appropriately.	What are your/your group's communication practices, and how do you use communication to foster the building and maintaining of relationships?
<b>Navigating Conflict</b>	Conflict will eventually arise in every relationship and in every organization. Developing a comfort and ability to navigate conflict can build trust and healthy organizations while reducing the potential for conflict avoidance or escalation that can cause long-term damage. Conflict can strengthen organizations as new ideas and processes arise through the exploration of multiple perspectives.	Effectively manage disagreement, balance needs and interests of all involved, find common ground, foster an environment where conflict and disagreement is productive and encourage honest exchanges of ideas and viewpoints.	How do you/your group navigate conflict? How do you give/receive feedback in a way that contributes to growth?

# RE

<b>Competency</b>	<b>Why It's Important</b>	<b>Students will be able to...</b>	<b>Questions for Reflection</b>
<b>Group/Community Development Process</b>	Groups and organizations are dynamic and in a perpetual process of change. Deepening connections within the group, solidifying shared purpose and values, and figuring out how to work well together will allow a group to more effectively reach their goals.	Establish healthy, mutually beneficial relationships with others; treat others with respect; manage interpersonal conflicts effectively; assist groups in developing a sense of shared purpose, commitment, trust, and effectiveness; effectively navigate through the stages of group development.	What are the dynamics of your group/community? What dynamics are unspoken? How can you contribute to building healthy connections? How are new members brought into the organization in ways that foster trust and authentic connection?
<b>Trust</b>	We build trust by trusting others and being a person others can trust. When individuals and organizations do what they say they will do, they build credibility. Honesty, transparency, personal accountability, and acting with congruence to values all contribute to building trust.	Accept personal accountability; exemplify dependability, honesty, and trustworthiness; exhibit transparency in decision-making; actively work to ensure healthy organizational cultures where all members can thrive.	Does trust exist in your group? How can you contribute to the development of trust?

### **Intersections With The Other Concepts**

- **Understanding Self:** Explore how your social identities are perceived by others and how those can impact group dynamics; analyze how your communication patterns developed through your personal history and consider how those patterns may support or inhibit your ability to build and maintain healthy relationships
- **Justice & Ethics:** Challenge your organizations to be intentionally inclusive of people with different identities and points of view; examine how power dynamics are operating in the group dynamics with regards to facilitation, inclusion of voices, culture, and norms of accountability
- **Strategy & Reasoning:** Explore and interrogate your group's mission, vision, values, goals, and culture and how each of those elements empowers or hinders interpersonal relationships inside and outside of the group; consider how your approach to conflict developed over time and if it aligns with your values and strengths
- **Executing Change:** Examine how your organization's structure and culture supports or inhibits relationship building and opportunities for leadership development for members of the group; assess collaborative successes or failures and unpack the role that communication, conflict, and trust may have played in each scenario

### **Curriculum Ideas**

- Team-building initiatives such as high ropes or low ropes activities
- Role play presentations, difficult conversations, and running effective meetings
- Group retreat with built-in bonding time or personal relationship building activities
- Teach active listening and have students keep a journal for a day about their use of the skill
- Regularly debrief events to celebrate successes, acknowledge conflict or pitfalls, and allow time for reflection
- Work with the group to write a guest column for The Daily Northwestern
- Establish a regular practice of openly discussing group conflict and giving and receiving feedback
- Practice group facilitation with rotating facilitators, observers, and feedback

# **RELATIONSHIPS**

### **About This Concept:**

Leadership is an iterative process of change that relies on collaborative and collective action over time. Change is rarely a linear process, so we must constantly reflect on the actions we take in order to learn from them and adapt. As the change process continues, new leaders need to be developed in order to bring new energy, ideas, and longevity to the work.

### **Learning Outcome:**

Students who participate in leadership development programs and activities will be able to demonstrate initiative and follow through in order to achieve positive change through collaboration and the leadership process.

<b>Competency</b>	<b>Why It's Important</b>	<b>Students will be able to...</b>	<b>Questions for Reflection</b>
<b>Initiative &amp; Follow-through</b>	Leadership involves taking action and persisting through challenges and setbacks to create positive change. We need individuals and groups with courage to make change when there is a need and carry on towards a goal despite obstacles.	Show resourcefulness and motivation; assess, critique, and then improve the quality of one's work and one's work environment; manage a process to achieve goals; apply appropriate strategies for the context in order to create change on a group, organizational, and/or societal level; hold themselves accountable to obligations.	When have you taken initiative and why? What motivates you to take initiative? Do you follow through on your commitments? Why or why not? How do you hold yourself and others accountable?
<b>Collaboration</b>	Leadership is striving to ensure that the whole is greater than the sum of the parts. Collaboration and collective action weave together the passion, motivation, skills, strengths, and resources of multiple entities to create change that could not be accomplished alone.	Work cooperatively with others, including people different from themselves and/or with different points of view; seek and value the involvement of others; delegate effectively; listen to and consider others' points of view; share a group or organizational goal and work with others to achieve it; learn from the contributions and involvement of others.	How are you collaborating well with others? How are you planning collective action to move toward positive change? How can you increase your ability to collaborate?
<b>Praxis (Action + Reflection)</b>	Praxis involves putting theory into practice and reflecting on the results. The reflection on action process is practiced at an individual and group level so that we may learn from our experiences, avoid repeating the same mistakes, adapt to be more effective, and develop in our leadership.	Engage in a continual process of action and reflection; take action, consider the impacts of the action, analyze the results of the action, alter and revise conceptions and planning following reflection, and implement revised plans in further action.	How do you build in time for regular reflection and conversation so you can learn from your actions?
<b>Sustainability &amp; Generativity</b>	Integrating regular self-care into individual and organizational life is critical for sustained engagement over time. At the same time, new leaders need to be developed and supported in any organization to continue the work beyond any one person's presence.	Demonstrate effective stewardship of human, economic, and environmental resources; build capacity of others and support the long-term goals of the organization through leadership transitions.	Are you/your group adaptable to changing circumstances? How can you increase your comfort in ambiguity? How is your group planning for the next generation of leadership in your work? How can you invest in the leadership development of others to carry your work forward or in new directions?

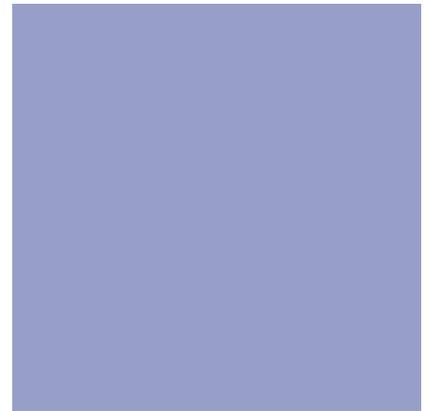
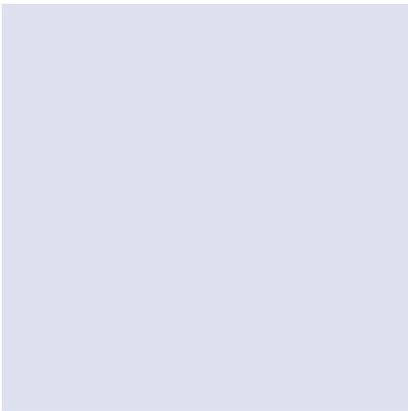
### **Intersections With The Other Concepts**

- **Understanding Self:** Explore how you and your organization respond to ambiguity, rapidly changing circumstances, and failure so you can develop resiliency through those experiences; consider how your leadership style supports or hinders collaboration
- **Justice & Ethics:** Deconstruct your organization's leadership transitions and practices of succession to ensure they are inclusive and ethical; map your network of collaborators to determine which perspectives may be missing or what unintended consequences may occur as a result of your actions
- **Strategy & Reasoning:** Anticipate obstacles and foster a spirit of adaptation to better manage ambiguity and unique situations; consider the experiences of newer members of your organization and build leadership development into the core of your work; be intentional about onboarding new members
- **Building & Maintaining Relationships:** Explore how practices such as reflection and intentional collaboration impact the formation and development of the group; consider how you and your group respond to new ideas and initiatives that emerge from the group and how you hold each other accountable to follow through on plans

### **Curriculum Ideas**

- Case studies of effective and ineffective collaboration
- SWOT analysis after program or initiative
- New member retreat or new leadership transition meetings
- Ongoing member development and engagement of alumni
- Personal reflection through journals about personal examples of taking initiative and follow-through or when those actions were not taken
- Regular debriefs and reflection on activities, events, or projects
- Problem-solving exercises or low-ropes initiatives that develop collaboration skills and a group's ability to navigate ambiguity
- Mentoring pairings that support the leadership development of newer group members
- Regular celebrations, mindfulness exercises, moments of gratitude, and other similar practices to support group sustainability

# EXECUTING CHANGE

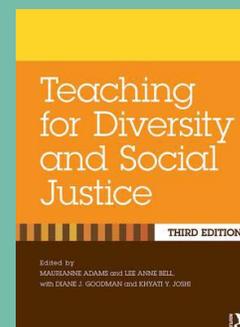
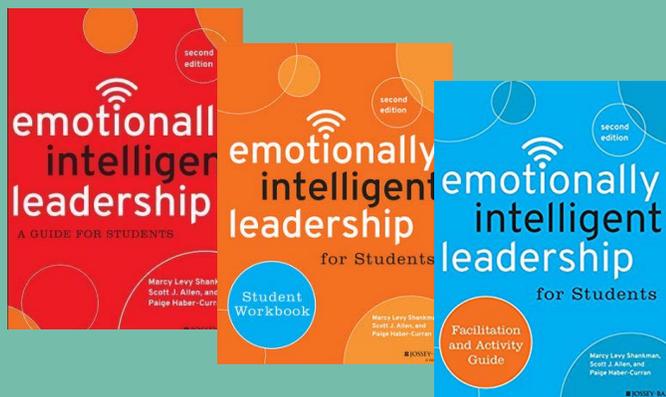
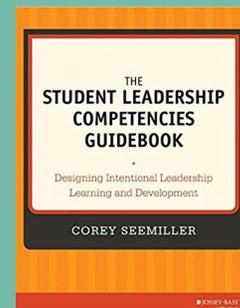
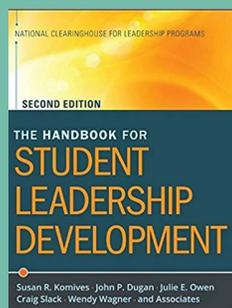
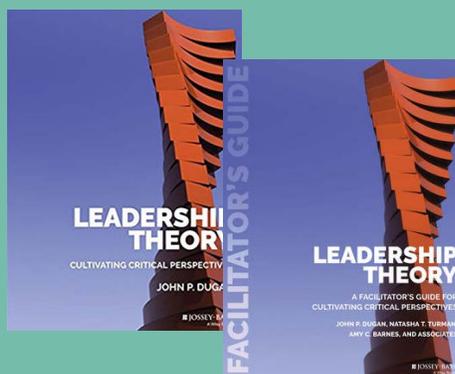


# RESOURCES

Leadership studies and Leadership development is an emerging academic field. Every day new knowledge is created that shapes the discipline. Below are a few seminal books, articles, and resources you might find helpful in your work as a leadership educator and scholar-practitioner.

Also, please know that your colleagues in Leadership Development & Community Engagement are a resource. We are excited to collaborate with you and serve as thought-partners and resources in integrating the Leadership Framework in your work. Contact us any time and we will be happy to meet with you: [LDCE@northwestern.edu](mailto:LDCE@northwestern.edu).

## Our Favorite Books



## Websites

Northwestern's Leadership Development & Community Engagement:  
[www.northwestern.edu/lead-engage](http://www.northwestern.edu/lead-engage)

International Leadership Association:  
[www.ila-net.org/](http://www.ila-net.org/)

National Clearinghouse for Leadership Programs:  
[nclp.umd.edu/publications/concepts\\_and\\_connections](http://nclp.umd.edu/publications/concepts_and_connections)

# Additional Theories and Resources that Informed the Leadership Framework

## Accelerating Leader Development:

Murphy, S. E., & Reichard, R. J. (Eds.). (2011). *Early development and leadership*. New York: Routledge.

## Active Citizens Continuum:

Break Away, The Alternative Break Connection, Inc. (2012). *The active citizen continuum*. Retrieved from <http://alternativebreaks.org/wp-content/uploads/2014/06/Active-Citizen-Continuum-2012-2.pdf>

## Adaptive Leadership:

Heifetz, R. A., Grashow, A., & Linsky, M. (2009). *The practice of adaptive leadership: Tools and tactics for changing your organization and the world*. Boston, Mass.: Harvard Business Press.

## Authentic Leadership:

Avolio, B. J., & Gardner, W. L. (2005). *Authentic leadership development: Getting to the root of positive forms of leadership*. *Leadership Quarterly*, 16, 315-338.

## Education as the Practice of Freedom:

hooks, b. (1994). *Teaching to transgress: Education as the practice of freedom*. New York: Routledge.

## Experiential Learning Cycle:

Kolb, David A. (1984). *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs, N.J.: Prentice-Hall.

## Followership:

Kelley, R. E. (1992). *The power of followership: How to create leaders people want to follow, and followers who lead themselves*. New York: Doubleday/Currency.

## Leader Developmental Readiness:

Avolio, B. J., & Hannah, S. T. (2008). Developmental readiness: Accelerating leader development. *Consulting Psychology Journal: Practice and Research*, 60(4), 331-347.

## Leadership Identity Development Model:

Komives, S. R., Longerbeam, S. D., Owen, J. E., Mainella, F. C., & Osteen, L. (2004). A leadership identity development model: Applications from a grounded theory. *Journal of College Student Development*, 47(4), 401-418.

## Leadership Learning and Development Outcomes:

Council for the Advancement of Standards in Higher Education. (2015). *CAS professional standards for higher education* (9th ed.). Washington, DC: Author.

## Praxis and Liberatory Learning:

Freire, P. (2000). *Pedagogy of the oppressed*. New York: Continuum.

## Relational Leadership Model:

Komives, S. R., Lucas, N., McMahon, T. R. (2013). Relational leadership model. *Exploring leadership for college students who want to make a difference* (pp. 93 – 145). San Francisco: Jossey-Bass.

## Social Change Model:

Komives, Susan R. (2009). *Leadership for a better world: Understanding the social change model of leadership development*. San Francisco: Jossey-Bass.

## Social Justice:

Adams, M., Blumenfeld, W. J., Castañeda, C. R., Hackman, H. W., Peters, M. L., & Zúñiga, X. (2010). *Readings for diversity and social justice*. New York: Routledge.

## StrengthsQuest:

Clifton, D. O., Anderson, E., & Schreiner, L. A. (2006). *StrengthsQuest: Discover and develop your strengths in academics, career, and beyond*. Washington, D.C.: Gallup Organization.

## Theory of Group Development:

Tuckman, B. W., & Jensen, M. A. C. (1977). Stages of small group development revisited. *Group and Organization Studies*, 2(4), 419-427.

## Transformational Leadership:

Burns, J. M. G. (1978). *Leadership*. New York: Harper & Row.

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