Purdue Student Leadership Initiative
LEADING THE WORLD FORWARD!

Developing Students to be Effective Leaders in College, in their Careers, and in Society

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The Purdue Student Leadership Initiative

Vision

• Division Student Academic Affairs (Office of the Provost)
  • Dr. Beth McCuskey & Dr. Frank Dooley

• Focus on Student Leadership Development
  • Multi-Institutional Study of Leadership
    • Deeper Bench
    • Employer Feedback

• Develop a Purdue specific leadership development model, focused on ALL undergraduate students, that is intentional and evidence based
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Vision

- Increase Gallup-Purdue Index Well-Being factors of purpose, social, financial, and community
- Utilize “T-Shaped” competencies approach so graduates are able to handle information from multiple sources, advance professional relationships across different organizations, contribute innovatively to organizational practices, and communicate with understanding across social, cultural, economic, and scientific disciplines
- Integrate academic experience with co-curricular experiences and on-campus employment opportunities; Remobilize existing expertise (faculty/staff) and resources
- Assess model for real-time relevance and adapt to current needs based on employer and alumni feedback
“What do students need to know, believe, be able to do, and engage in to be effective leaders in college, in their careers, and in society?”

-Seemiller, 2014, p. xv
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- **The Skills/Qualities Employers Want in New College Graduate Hires.**
  National Association of Colleges and Employers, November 2014

- **College Students Think They’re Ready for the Work Force. Employers Aren’t So Sure.**
  Chronicle of Higher Education, January 2015

- **Falling Short? College Learning and Career Success.**
  Association of American Colleges and Universities, 2015
Three in five employers believe that it takes BOTH specific knowledge/skills and broad knowledge/skills to achieve long-term career success.

Which is more important for recent college graduates to have who want to pursue advancement and long-term career success at your company?

(employers)

Range of knowledge and skills that apply to a range of fields or positions

- 25%

Knowledge and skills that apply to a specific field or position

- 15%

College students:
- Specific 15%
- Both 63%
- Broad range 22%

Both field-specific and broad range of knowledge and skills

- 60%
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Employers are more likely than students to think improvements are needed to ensure college graduates gain the skills and knowledge needed for success.

How well are colleges and universities doing in ensuring that college graduates possess the full set of skills and knowledge that they will need for success in this?

<table>
<thead>
<tr>
<th>Entry-level positions</th>
<th>Advancement/promotion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doing good job</td>
<td>Need improvement</td>
</tr>
<tr>
<td>Minor improvement</td>
<td>Moderate</td>
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<tr>
<td>Major</td>
<td></td>
</tr>
</tbody>
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Employers: 42% doing good job, 13% need improvement, 1% minor improvement, 26% moderate, 7% major

Students: 58% doing good job, 7% need improvement, 4% minor improvement, 16% moderate, 2% major

Employers: 36% doing good job, 41% need improvement, 14% minor improvement, 4% moderate, 6% major

Students: 74% doing good job, 4% need improvement, 16% minor improvement, 26% moderate, 1% major

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Top Priorities for Improvement

In which area do you think colleges and universities need to improve more?

- Yellow: Ensure college graduates gain knowledge and skills that apply to a specific field or position
- Green: Equal amount of improvement needed in both areas
- Blue: Ensure graduates gain range of knowledge and skills that apply to a range of fields or positions
- Red: Neither area needs improvement

**Employers**
- Yellow: 5%
- Green: 34%
- Blue: 47%

**Students**
- Yellow: 17%
- Green: 31%
- Blue: 31%

LEAP  HART RESEARCH ASSOCIATES
Employers give college graduates lower scores for preparedness across learning outcomes than current students give themselves.

Proportions who believe they/recent college graduates are well prepared in each area:

- Working effectively with others in teams: Employers 37%, Students 64%
- Staying current on technologies: Employers 37%, Students 46%
- Ethical judgment and decisionmaking: Employers 30%, Students 62%
- Locating, organizing, evaluating information: Employers 29%, Students 64%
- Oral communication: Employers 28%, Students 62%
- Working with numbers/statistics: Employers 28%, Students 55%
- Written communication: Employers 27%, Students 65%
- Critical/analytical thinking: Employers 26%, Students 66%
- Being innovative/creative: Employers 25%, Students 57%

*8-10 rating on zero-to-ten scale

(continued)
Most employers say they would find e-portfolios useful.

Employers: How useful do you find/would you find this in helping you evaluate job applicants/recent college graduates’ potential to succeed at your company?

- College transcript: 45%
  - Very useful: 9%
  - Very/fairly useful: 36%

- Electronic portfolio of student work summarizing and demonstrating accomplishments in key skill and knowledge areas: 80%
  - Very useful: 36%
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T-Shaped Individuals

- Boundary Crossing Competencies
  Teamwork, communication, perspective, networks, critical thinking, global understanding, project management, etc.

- Many Disciplines
  Understanding & communications

- Deep in at least one discipline
  Analytic thinking & problem solving

- Deep in at least one system
  Analytic thinking & problem solving
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Knowledge, Skills and Behaviors for Effective Leadership

The Student Leadership Competencies Guidebook

• 8 categories
  – Learning and Reasoning
  – Self-Awareness & Development
  – Interpersonal Interaction
  – Group Dynamics
  – Civic Responsibility
  – Communication
  – Strategic Planning
  – Personal Behavior

• 60 competencies
Learning and Reasoning
• Research
• Other Perspectives
• Reflection & Application
• Systems Thinking
• Analysis
• Synthesis
• Evaluation
• Idea Generation
• Problem Solving
• Decision Making

Self-Awareness & Development
• Self-Understanding
• Personal Values
• Personal Contributions
• Scope of Competence
• Receiving Feedback
• Self-Development
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Student Leadership Competencies Guidebook

Interpersonal Interaction
• Productive Relationships
• Appropriate Interaction
• Helping Others
• Empathy
• Mentoring
• Motivation
• Others’ Contributions
• Empowerment
• Providing Feedback
• Supervision
• Collaboration

Group Dynamics
• Organizational Behavior
• Power Dynamics
• Group Development
• Creating Change
Civic Responsibility

• Diversity
• Others’ Circumstances
• Inclusion
• Social Justice
• Social Responsibility
• Service

Communication

• Verbal Communication
• Nonverbal Communication
• Listening
• Writing
• Facilitation
• Conflict Negotiation
• Advocating for a Point of View
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Student Leadership Competencies Guidebook

Strategic Planning
• Mission
• Vision
• Goals
• Plan
• Organization

Personal Behavior
• Initiative
• Functioning Independently
• Follow-Through
• Responsibility for Personal Behavior
• Ethics
• Responding to Ambiguity
• Responding to Change
• Resiliency
• Positive Attitude
• Confidence
• Excellence
Next Steps

• Identify Competencies
  – Faculty, Staff, Student, Alumni & Employer Feedback/Involvement

• Leadership Inventory / Database

• Track Student Progress / Assessment

• Leverage Opportunities
  – Student Organizations, Student Employment, Etc.

• Curricular & Co-Curricular Integration
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Employer Involvement

- Competencies Feedback
  - Survey
- Advisory Board
References


Questions?

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