

Chapter 1

Learning and Reasoning

Research

Leaders can often get inundated with the vast amount of information being produced and shared in a variety of formats, some of which is useful and some that is extraneous to the leaders' needs. It is important that leaders can produce and distinguish useful, legitimate information that is most applicable to each leadership situation.

Samantha is a member of student government, which is currently working with the institution's administration on the concern of student fee increases. She has been asked to provide research that backs the student government's position to keep fees low. To fulfill this task, Samantha gathers the most recently published schedules of student tuition and fees from peer institutions as well as researches scholarly articles documenting the detrimental effects of rising education costs. She uses this information to create a report to provide to the administration on behalf of student government.

Research Competencies

Understands how to research information effectively (Knowledge):

Understanding effective strategies to use when engaging in research, including understanding what constitutes legitimate research, knowing resources available to use when researching, and understanding how to navigate through the vast array of information to effectively find the necessary information.

Values researching information effectively (Value):

Believing that the best information is derived from using effective research strategies; valuing not just gathering any information, but the best information.

Has skills to research information effectively (Ability):

Being able to research information effectively by being able to determine what constitutes legitimate research, effectively utilizing available resources when researching, and being able to navigate through the vast array of information to effectively find the necessary information.

Researches information effectively (Behavior):

Using effective research strategies to not just gather any information, but the best information.

Related Competency Areas

- Analysis
- Evaluation

CAS Domain Translation

- Knowledge Acquisition, Integration, Construction, and Application

Leadership Model Translation

- Relational Leadership Model: Purposeful

Research Curricular Ideas		
Dimension(s)	Curriculum	Other Competency Areas Developed
Knowledge	Offer a workshop covering tools and strategies for researching information effectively.	Receiving Feedback
Value	Have students discuss potential consequences of not using legitimate sources or not assessing for bias when doing research.	
Ability	Give students a topic to research so they can practice effective researching; have them share their research process; and then give feedback on their research skills.	
Behavior	Have students engage in a research project using only legitimate research and/or sources.	Evaluation
Behavior	Have students critique a piece that is self-published by an individual.	
Behavior	Have students research the same topic using a variety of sources and discuss the differences in information found among the sources.	Analysis

Research Curricular Ideas

Dimension(s)	Curriculum	Other Competency Areas Developed
Behavior	Have students prepare for and engage in a debate in which they do not know the argument they will have to make ahead of time, requiring them to research multiple perspectives.	Verbal Communication Advocating for a Point of View
Behavior	Give students a topic to research and have them compete with each other to see who can come up with the best (most comprehensive, legitimate, and so on) research related to the topic the fastest.	Evaluation

Other Perspectives

Leaders do not have all the answers. Thus, it is essential that they are able to truly consider other opinions, experiences, and outlooks to help them develop better solutions and approaches when dealing with leadership situations. Not only can this lead to better outcomes, but considering other perspectives helps leaders relate to and appreciate others more by better understanding their viewpoints.

Hilary, the president of her student organization, has been getting frustrated at the lack of attendance at the weekly meetings. Hilary wonders why with such a large membership that there has been such a low meeting turnout. One member, Mario, approaches Hilary after the meeting one day to let her know that as a general member of the organization he believed that the meetings were not engaging as they might be, because they mostly consisted of hearing Hilary talk. Hilary had never thought of that before because she was so engaged. Mario offers a suggestion to Hilary to have everyone break up into their committees at the meeting so as to be more engaged. Hilary thinks that is a great idea and restructures the format of the meeting to be more engaging of the general members. After restructuring the format, meeting attendance and engagement increased.

Other Perspectives Competencies

Understands the value of considering perspectives other than own (Knowledge):

Understanding how valuable considering perspectives other than one's own can be in terms of understanding and appreciating others, finding

solutions to problems by looking from another's point of view, and learning new information that may shape, confirm, or alter one's worldview.

Values considering perspectives other than own (Value):

Believing that considering perspectives other than one's own can be helpful in understanding and appreciating others, finding solutions to problems by looking at them from another's point of view, and learning new information that may shape, confirm, or alter one's worldview; believing that everyone can learn something from everyone else.

Motivated to consider perspectives other than own (Ability):

Being motivated to consider other perspectives by listening to others, considering their viewpoints in decision making, as well as not passing judgment on ideas one does not agree with; being open to different opinions and ideas.

Considers perspectives other than own (Behavior):

Considering perspectives other than one's own and allowing new information, differing opinions, and others' experiences to impress upon one's thinking and understanding and appreciation of others.

Related Competency Areas

- Problem Solving
- Receiving Feedback
- Empathy
- Others' Circumstances
- Listening

CAS Domain Translation

- Knowledge Acquisition, Integration, Construction, and Application

Leadership Model Translation

- Relational Leadership Model: Inclusive
- Social Change Model of Leadership: Controversy with Civility
- Emotionally Intelligent Leadership: Capitalizing on Difference
- Five Practices of Exemplary Leadership: Challenge the Process; Model the Way

Other Perspectives Curricular Ideas

Dimension(s)	Curriculum	Other Competency Areas Developed
Knowledge	Have students brainstorm the value that multiple perspectives can have on a decision.	
Knowledge	Have students research a current social issue in which there are a variety of conflicting perspectives; have them discuss how each of these perspectives has influenced the issue.	Research
Value	Have students journal about or discuss with others a time that they changed their opinion on an issue based on being exposed to another perspective.	
Ability	Select a leadership case study; have students come up with three different approaches to the same case study.	Analysis Problem Solving
Behavior	Hold an intergroup dialogue to encourage students to share their perspectives and experiences related to their social identities.	Others' Circumstances Verbal Communication Listening
Behavior	Have students discuss controversial topics and share their opinions with each other.	Verbal Communication Listening Advocating for a Point of View
Behavior	Have students research an issue and write about or discuss opposing viewpoints related to this issue.	Research

Reflection and Application

Being able to look at the past and better understand a situation, the strategies used, and the impact of decisions can help a leader learn what might work best in future situations. It is through learning from failures and successes of the past that leaders can better lead in future leadership situations.

Jocelyn is a new peer advisor responsible for meeting one-on-one every other week with ten first-year students to help them transition to college. She has thought a lot about her experience as a first-year student, and although her position requires her to connect only every other week with her students, Jocelyn remembered what an impact it had on her to connect with her peer advisor weekly to get campus updates and have someone to talk to about the transition. Because of this impact, Jocelyn decides to offer weekly meetings for her students.

Reflection and Application Competencies

Understands the value of reflecting on experiences to apply learning in the future (Knowledge):

Understanding how valuable reflection is in learning from experiences and then using this learning to shape future actions.

Values reflecting on experiences to apply learning in the future (Value):

Believing that there is something to be learned from each experience that can be used to help shape one's future actions and that there is great value in learning from one's mistakes and one's successes and then acting upon that learning in the future.

Motivated to reflect on experiences to apply learning in the future (Ability):

Being motivated to engage in reflection, including thinking about the positive and negative aspects of an experience, to find out what one can do to best shape future actions.

Reflects on experiences to apply learning in the future (Behavior):

Reflecting on experiences, considering the learning gained through reflection, and acting in accordance with this learning.

Related Competency Areas

- Evaluation
- Decision Making

CAS Domain Translation

- Cognitive Complexity

Leadership Model Translation

- Relational Leadership Model: Process Oriented
- Social Change Model of Leadership: Consciousness of Self
- Five Practices of Exemplary Leadership: Challenge the Process

Reflection and Application Curricular Ideas		
Dimension(s)	Curriculum	Other Competency Areas Developed
Knowledge	Have students discuss the importance of reflection; why would a leader want to reflect?	Evaluation
Knowledge	Help students develop a reflection rubric to use as a tool that includes questions they can ask themselves to help them thoughtfully reflect on an experience.	
Value	Have students discuss a time that reflecting on an experience and then applying the learning was valuable to the outcome and/or process.	
Ability	Have students discuss a time that they learned a lesson and how that lesson affected their future behavior.	
Behavior	Have students engage in journaling with prompt questions that get them to think about positives, negatives, and what they may do differently after a significant personal experience.	
Behavior	Have students debrief a program or event they put on to discuss what went well, what did not, and what should be changed. If possible, give them an opportunity to apply their findings to the next program or event they conduct and debrief how well they applied those changes.	
		Evaluation Decision Making

Systems Thinking

Leadership is about networks: individual, organizational, and community. A decision by one can have an impact far beyond the immediate scope of the decision maker. Therefore, leaders must be able to understand how networks work and be able to navigate through both the ripple effects of others' decisions as well as engage in their own decision making that considers the impact on a larger network or system.

The student government on campus has just decided to try to get every first-year student into an organization upon arriving to campus. The student government, through marketing and other initiatives, is aiming for 85 percent of first-year students to join an organization in the first year of the plan's implementation. This is 40 percent higher than the number of first-year students who joined the previous year. It isn't until Reed, a senior, points out that if all the spaces for every organization are filled by first-year

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students, three major impacts will arise. First, there will not be any room for students who are not first-year students to join. Second, what will happen next year and the two years following when there is little room in these organizations for new students because this incoming class will comprise the majority of membership? Finally, what happens in four years when these students graduate, possibly resulting in the collapse of some organizations that would graduate the majority of their membership? After sharing this with student government, the group realizes the downsides of their plan and decides to take a step back in terms of their ambitious recruitment of first-year students into organizations.

Systems Thinking Competencies

Understands that individual parts are connected within a larger system (Knowledge):

Understanding that larger systems are made up of individual parts and there is a relationship (cause and effect) between these individual parts; altering one may have an effect on another part and the system as a whole.

Values the understanding that individual parts are connected within a larger system (Value):

Believing that to solve complex problems one must recognize the interrelationship of parts rather than looking at each discrete part within a larger system; this type of thinking allows one to derive a solution that addresses the underlying problem and is less likely to have a negative impact on other parts of the system.

Motivated to make connections of individual parts within a larger system (Ability):

Being motivated to understand how individual parts of a system are connected to each other and to use that understanding to anticipate the impact that altering one part has on other parts and the system as a whole.

Makes connections of individual parts within a larger system (Behavior):

Making connections between individual parts in a system to anticipate how the relationships between these parts affect each part and the system as a whole.

Related Competency Areas

- Analysis
- Problem Solving

- Decision Making
- Creating Change

CAS Domain Translation

- Cognitive Complexity

Leadership Model Translation

- Relational Leadership Model: Process-Oriented
- Social Change Model of Leadership: Citizenship
- Emotionally Intelligent Leadership: Environmental Awareness; Consciousness of Context

Systems Thinking Curricular Ideas		
Dimension(s)	Curriculum	Other Competency Areas Developed
Knowledge	Have students look for news stories that reflect interrelated systems and identify all the relationships between components discussed in each story.	
Value	Have students reflect on the actions they took through the course of one day and anticipate what impact their individual actions may have had on a system-wide basis. Have them share with others whether they would act differently after analyzing their experiences through a systems lens.	Reflection and Application Analysis
Ability	Have students engage in a case study in which they come up with a solution to a problem. Then, have them uncover all the unintended consequences on other parts of the system that may be caused by implementing their proposed solution. Have them make alterations to their proposed solution based on the unintended consequences they uncovered with their original solution.	Problem Solving
Behavior	Have students break down a complex problem into smaller components and then describe the causal relationships between each component.	Analysis

Analysis

Leaders are confronted every day with decisions that may have a large impact financially, organizationally, politically, socially, and/or interpersonally. With this responsibility comes the great need to understand a

situation in its entirety, all the individual pieces as well as the whole, to make meaning of the situation and make the best decision possible.

As a peer facilitator of the workshop on creating a vision at the annual leadership retreat, Kim was confused as to why the students were not understanding how to create a vision statement after an hour of talking about it. After the retreat, Kim decides to look at the curriculum of the workshop to see whether the method of explaining vision statements was unclear. She determines that the information was spelled out pretty clearly and she presented it straight out of the curriculum. How could they not have gotten it? She then decides to ask the retreat director to share what was covered in the other workshops at the retreat. After looking through the curriculum for these workshops, she finds out that the workshop presenter right before her talked about vision as well but used a different model. No wonder the students were confused; they had just received prior information that wasn't in alignment with her information. Kim's ability to look at the entirety, as well as the individual components of the situation, allowed her to uncover why the students were struggling in understanding the content and the importance of finding out in advance the material that will be covered at the retreat so that her information aligns with the rest of the information presented.

Analysis Competencies

Understands how to analyze information for more thorough understanding (Knowledge):

Understanding how to divide information into smaller components for critical examination in an effort to identify causes, factors, features, and impacts of the information as a whole.

Values analyzing information for more thorough understanding (Value):

Believing that dividing information into smaller components for critical examination can be helpful in understanding both the individual pieces as well as the information as a whole and may be able to shed light on elements of the information that might not have been readily seen if one had not examined each component separately.

Has skills to analyze information for more thorough understanding (Ability):

Being able to divide information into smaller components for critical examination in an effort to identify causes, factors, features, and impacts of the information as a whole.

Analyzes information for more thorough understanding (Behavior):

Dividing and examining information in detail to have a more comprehensive understanding of the information as a whole.

Related Competency Areas

- Systems Thinking
- Evaluation
- Decision Making

CAS Domain Translation

- Cognitive Complexity

Leadership Model Translation

- Relational Leadership Model: Purposeful; Process-Oriented
- Emotionally Intelligent Leadership: Consciousness of Context

Analysis Curricular Ideas		
Dimension(s)	Curriculum	Other Competency Areas Developed
Knowledge	Present elements of critical analysis and share with students guiding questions that might help them understand how to analyze information.	Evaluation
Value	Have students reflect on a time that engaging in analysis was personally valuable. How did analyzing assist them?	
Ability	Give each student a piece of information from a case study that is part of a larger picture. Have them work as a group to put the information together to make meaning of the larger picture and discuss actions they would take regarding the case study given all the information they know.	Decision Making
Behavior	Have students examine a news story from a variety of lenses, such as human relations, environmental, and economic.	Problem Solving
Behavior	Have students analyze a problem or issue in an organization or group they are a part of and then suggest a solution to the issue.	

Synthesis

As the creation of information continues to grow, the demand for effectively managing that information is a necessary function of leadership.

Leaders must be able to look at a variety of information, some seemingly unrelated, and connect that information to make sense of the bigger picture so that effective and sustainable decisions can be made.

Rashid is a resident assistant (RA) who is planning a program for his residence hall on the topic of solar energy. He is very excited about this but doesn't know the best way to go about putting on the program and getting a good turnout. He knows that four RAs in other residence halls have already put on programs about solar energy. He asks each of them for their evaluations and tries to look for themes across the information that might help him put on a successful program. First, he notices that students who attended a program that had an interactive component noted that they learned a lot about solar energy, whereas the one program that wasn't interactive did not have nearly as high of a rating for learning about solar energy. Two of the programs showed clips from a video that students mostly indicated not enjoying or learning a lot from. Finally, Rashid looks at the suggestions and notices that the majority of participants suggested going to see an actual solar panel setup. With this information, Rashid determines that he would like to do an interactive program that involves taking students to see solar energy at work.

Synthesis Competencies

Understands how to synthesize multiple pieces of information (Knowledge):

Understanding how to integrate separate elements into one whole in that the whole is a single unit versus a collection of individual pieces; understanding how to identify a central theme that emerges from the integration of all the information.

Values synthesizing multiple pieces of information (Value):

Believing that integrating multiple pieces of information into one unit can help determine a central theme, giving one a perspective that would not otherwise emerge if each piece of information were examined discretely.

Has skills to synthesize multiple pieces of information (Ability):

Being able to identify a central theme by integrating separate elements into one unified whole.

Synthesizes multiple pieces of information (Behavior):

Identifying a central theme by integrating separate elements into one unified whole.

Related Competency Areas

- Systems Thinking
- Analysis
- Evaluation

CAS Domain Translation

- Cognitive Complexity

Leadership Model Translation

- Relational Leadership Model: Purposeful; Process-Oriented

Synthesis Curricular Ideas

Dimension(s)	Curriculum	Other Competency Areas Developed
Knowledge	Print out a transcript from a radio interview to see if any themes emerge related to the topic. Themes are subtopics or particular ideas that arise more than once. Assign each theme a color and then highlight the text in the transcript for each theme. Then have students review the colored transcript and try to figure out what themes each color might represent.	Analysis
Value	Have students come up with a list of reasons why being able to synthesize is important for a leader.	
Ability	Give students two interview transcripts about the same topic from an online news site. Have them practice highlighting similar concepts between the two interviews using a color-coding system. Then, have them compare their color coding with each other to see if they were able to find all the similar concepts.	
Behavior	Give students three concepts or objects that are unlike each other and ask them to identify what they all have in common.	Analysis Writing
Behavior	Have students read three different articles about a topic and write a one-paragraph summary that captures the essence of all three articles.	
Behavior	Have students conduct an open-ended survey and identify the most common themes among the responses.	Research

Evaluation

Leaders make difficult decisions every day. In order to make the best decision possible, leaders must be able to sift through a vast array of information with a critical eye, determining the use and importance of every piece of information received. Leaders must be able to look at all of this information and determine which information has the most impact on their situation and which information is just interesting. Navigating through this vast array of information and determining what is useful, to what extent, and how it is useful can help inform the leaders in making effective decisions.

The Earth Day Club just finished its annual Save the Earth Day, an event held at a nearby park with programs designed to help students to better understand the environment and to engage in recycling practices. In the meeting following this event, the group decides to do their own evaluation of the event before looking at the evaluations the participants filled out. They brainstorm what they thought went well, what they thought did not go well, and based on this information, any changes they would like to see for next year's event. Although the list for what did not go well was long, the group determines that some of their ideas, like limited parking at the park, would not affect the event location in the future because the positive aspects of that location far outweighed the drawback of limited parking. Then, they look at the participants' evaluations and determine what information supported their evaluations, what feedback is valuable for next year's planning, and what feedback is not useful. The group is able to leave their meeting with a plan for how they intend to proceed in the future given their reflection on this year's event, knowing that some information is much more valuable than other information.

Evaluation Competencies

Understands how to evaluate information effectively (Knowledge):

Understanding how to use one's judgment to estimate the significance of particular information, thus determining its value.

Values evaluating information effectively (Value):

Believing that information has degrees of value depending on the context and that it is important to use one's judgment to determine to what extent and how the information may be valuable in a particular context.

Has skills to evaluate information effectively (Ability):

Being able to use one's judgment to estimate the significance of particular information, thus determining its value.

Evaluates information effectively (Behavior):

Using one's judgment to estimate the significance of particular information in a specific context, thus determining its value.

Related Competency Areas

- Analysis
- Problem Solving
- Decision Making

CAS Domain Translation

- Cognitive Complexity

Leadership Model Translation

- Relational Leadership Model: Purposeful; Process-Oriented

Evaluation Curricular Ideas		
Dimension(s)	Curriculum	Other Competency Areas Developed
Knowledge	Present elements of critical evaluation and share with students guiding questions that might help them understand how to effectively evaluate information.	
Value	Have students share experiences in which their engagement in evaluation helped create future improvements.	Reflection and Application
Ability	Give students a case study and have them identify the three most important aspects related to the case that one must consider before formulating a solution. Have them compare with other groups to see if they came up with the same information.	Analysis
Ability	Give students a case study with three different solutions. Have them determine which is the best solution given the context of the case study. Have each case study group share what they selected and why.	Analysis
Behavior	Give students responses to open-ended questions from a survey and ask them to identify the three most important pieces of information found within the surveys.	Analysis

Idea Generation

Leadership issues are complex; they can involve a variety of people, perspectives, and circumstances. This complexity often does not call for a one-size-fits-all approach. Therefore, it is vital that leaders are able to generate new ideas that effectively address issues in an ever-changing landscape.

Megan is a peer educator who facilitates workshops on various leadership topics. The workshop curriculum is already written and is designed with an undergraduate population as the target audience. However, she is planning on presenting a time management workshop to a visiting group of high school students and is concerned that the activities that were designed for college students will not be appropriate or relevant for a high school demographic. So, Megan thinks about the high school context and comes up with ideas for activities that fit better with what high school students need to know about time management.

Idea Generation Competencies

Understands the value of generating new ideas (Knowledge):

Understanding that leadership issues are contextual and set in an ever-changing landscape, so one must think beyond convention to generate ideas that best address each issue at hand; understanding that one size does not necessarily fit all.

Values generating new ideas (Value):

Believing that leadership issues are contextual and set in an ever-changing landscape, so one must think beyond convention to generate ideas that best address each issue at hand; believing that one size does not necessarily fit all.

Motivated to generate new ideas (Ability):

Being motivated to generate new ideas by expanding one's thinking beyond convention in order to best address an issue; going beyond one-size-fits-all.

Generates new ideas (Behavior):

Generating new ideas by expanding one's thinking beyond convention.

Related Competency Areas

- Research
- Reflection and Application
- Analysis

- Evaluation
- Problem Solving
- Decision Making

CAS Domain Translation

- Knowledge Acquisition, Integration, Construction, and Application

Leadership Model Translation

- Relational Leadership Model: Purposeful; Process-Oriented
- Five Practices of Exemplary Leadership: Challenge the Process
- Emotionally Intelligent Leadership: Change Agent

Idea Generation Curricular Ideas		
Dimension(s)	Curriculum	Other Competency Areas Developed
Knowledge Value	Ask students to reflect on the benefits of generating new ideas. Have them think about an idea they developed and the benefits of that idea.	Problem Solving
Ability	Have students discuss what motivates them to come up with new ideas.	
Behavior	Give students the opportunity to create their own process, event, or administrative component.	
Behavior	Give students a problem and have them come up with an innovative solution to the problem that cannot be a solution they have heard about before.	
Behavior	Have students develop a model, hypothesis, theory, or framework and back it up with research.	Research
Behavior	Have students refine an existing concept, program, or other element with a new idea.	

Problem Solving

Although everyone is confronted with problems, because leaders are connected to a larger system, problem solving can often have higher stakes for a group or organization. So, the ability to effectively solve problems

is paramount for leaders. Effective problem solving has the opportunity to prevent damage, achieve a successful and productive outcome, refrain from negatively affecting others and in some cases positively affect others, and prevent a problem from reoccurring.

Wendy is part of the Homecoming Committee, and after months of detailed planning, it is one day away from the homecoming festivities. That day, the committee receives 1,000 homecoming shirts to sell the next day. The committee had borrowed \$5,000 from student government to pre-pay for the shirts, knowing that they would be able to sell them and more than make up for the money they borrowed. Upon closer inspection of the shirt, Wendy, who was not on the shirt subcommittee, notices a subtle racial slur on the shirt as it relates to the other team's mascot. She finds out that the printing of the shirt was authorized by the chair of the subcommittee who had made some last-minute changes to the design on his own. She and others on the Homecoming Committee do not feel comfortable about selling the shirts. She pulls the entire committee together to brainstorm how to handle this problem. Should they not sell the shirts and fundraise all year to pay back Student Government, donate the shirts, cut them up, burn them in a bonfire, sell them anyway, or try to print new shirts? The committee realizes that this would be the first homecoming without T-shirts, so they need to find a way to sell shirts. After looking at all the pros and cons of each possibility, the committee determines that they are going to reprint color over the slur on the T-shirts, and sell the shirts for \$1 more to make up for the amount it would cost to have the T-shirt company send the shirts through another round of printing. The committee decides to make the best out of this situation by hosting a contest. When students purchase their shirts, they can write in any nonoffensive, socially just words on the block of color on their shirts to personalize them. Then, the student who comes up with the most creative words wins a prize.

Problem Solving Competencies

Understands how to solve problems effectively (Knowledge):

Understanding how to identify and examine a problem, develop and assess possible solutions, and select the most appropriate solution to the problem.

Values solving problems effectively (Value):

Believing that the best solution to a problem is derived from careful identification and examination of a problem and its possible solutions.

Has skills to solve problems effectively (Ability):

Being able to identify and examine a problem, develop and assess possible solutions, and select the most appropriate solution to the problem.

Solves problems effectively (Behavior):

Identifying and examining a problem, developing and assessing possible solutions, and selecting the most appropriate solution to the problem.

Related Competency Areas

- Analysis
- Evaluation
- Decision Making

CAS Domain Translation

- Cognitive Complexity

Leadership Model Translation

- Relational Leadership Model: Purposeful; Process-Oriented
- Social Change Model of Leadership: Controversy with Civility
- Five Practices of Exemplary Leadership: Challenge the Process
- Emotionally Intelligent Leadership: Change Agent

Problem-Solving Curricular Ideas		
Dimension(s)	Curriculum	Other Competency Areas Developed
Knowledge	Go over different problem types and the problem-solving process.	Reflection and Application Evaluation
Value	Have students reflect on a time that they effectively solved a problem. What can they learn from that situation that they could apply in a similar situation? Then, have the students reflect on a time that they did not effectively solve a problem. What could they have done differently? How important was effective problem solving in these situations?	
Ability	Give students a list of “problems” (or have them generate their own) and have them identify the problem type, factors affecting the problem, and stakeholders to the problem.	Analysis

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Problem-Solving Curricular Ideas (Continued)

Dimension(s)	Curriculum	Other Competency Areas Developed
Ability	Have students develop three possible solutions to a problem that they have defined and examined, keeping in mind the context, timing, cost, effects on individuals or groups, and unintended consequences of each solution.	Analysis Idea Generation
Ability	Have students analyze a case study in which a problem and solution are both presented. They should critique the solution in terms of the context, timing, cost, effects on individuals or groups, and unintended consequences. Using their critique, have them consider other solutions that minimize the concerns that emerged from the critique.	Analysis Evaluation Idea Generation
Behavior	Invite students to be a part of real-life problem-solving processes such as setting departmental budgets, developing strategic plans, creating changes to programs or processes, and so on.	

Decision Making

Leaders are continually engaged in leadership situations that require decisions to be made. Each decision to be made is situated in a context that includes factors affecting a specific decision, such as people involved or affected, time, and resources. Understanding this context can help a leader make the most effective, productive, and sustainable decision appropriate for that exact situation.

Jack was a founding member of the Recycling Club and has been a member for three years—longer than anyone else in the club. He is currently the vice president in charge of publicity and communication with the Campus Recycling Department. Jack is not very efficient, has not kept up with his duties, and has created numerous problems that the group has not addressed because of their personal liking for him. Several members of the club, though, have had enough and want Jack removed from his vice president position. Susie, the president, has talked to Jack on a number of occasions about his performance, but nothing has changed. The executive board decides to meet and discuss Jack's role, considering that if

they ask him to resign his position, he will most likely not participate in the Recycling Club any longer; also, his involvement in the Recycling Club as vice president is part of an internship he is doing for credits in order to graduate in May. Based on this information, the executive board decides to remove Jack from his role as vice president but give him special duties that capture his historical knowledge of the organization, such as creating the club's website and operations manual so he can leave his legacy on the organization as well as fulfill his internship duties.

Decision Making Competencies

Understands the value of making decisions appropriate to each situation (Knowledge):

Understanding that each situation has a context and that it is important to make each decision appropriate to the context it is situated in.

Values making decisions appropriate to each situation (Value):

Believing that it is important to make each decision appropriate to the context it is situated in.

Motivated to make decisions appropriate to each situation (Ability):

Being motivated to make decisions appropriate to the context it is situated in.

Makes decisions appropriate to each situation (Behavior):

Making each decision appropriate to the context it is situated in.

Related Competency Areas

- Analysis
- Evaluation
- Problem Solving

CAS Domain Translation

- Cognitive Complexity

Leadership Model Translation

- Relational Leadership Model: Purposeful; Process-Oriented
- Social Change Model of Leadership: Controversy with Civility

Decision-Making Curricular Ideas		
Dimension(s)	Curriculum	Other Competency Areas Developed
Knowledge	Share with students techniques for effective decision making. Have students contribute by sharing techniques that have worked for them.	
Value	Have students reflect on a bad decision (not just a decision resulting in a negative outcome) and a good decision (not just a decision resulting in a positive outcome) and have them analyze what made the decision bad or good.	Analysis
Ability	Give students a case study and have them brainstorm all the contextual factors influencing the case.	Analysis
Ability	Give students a case study and three different possibilities of decisions that could have been made to address the issue in the case study. Have them weigh the pros and cons of these potential decisions in the context of the case study.	Analysis Evaluation
Behavior	Have students role-play a scenario in which they must “make a decision.” Students should use their roles and the interactions among the group during the scenario to create context for this decision. After they are done role-playing, have them assess the appropriateness of the decision enacted.	Evaluation