

CLOSING THE PREPAREDNESS GAP THROUGH LEADERSHIP  
AND PROFESSIONAL DEVELOPMENT

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Shelby Galvin

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Thesis Supervisor:

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Robin Mathis, Ph.D.  
Department of Management

Second Reader:

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Lanita Legan, M.Ed.  
Associate Director LBJ Student Center

Approved:

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Heather C. Galloway, Ph.D.  
Dean, Honors College

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## **Abstract**

The human capital of a company is becoming increasingly important, and the development of this human capital is a 130 billion dollar global industry. The majority of this development happens through self-awareness and leadership development. Through leadership and professional development, students can become more prepared for working in a professional setting, regardless of their industry. Currently there is a gap between the level of development a student graduates with and the level of development employers are looking for – a preparedness gap. While businesses spend billions of dollars on leadership and professional development in the workplace, there are many places and opportunities for this development to happen prior to a student graduating from college. In this paper I will discuss how this development can happen for students. I will then use my research to create an outline for a curriculum that could be used as a leadership and professional development program for college students.

# Chapter One

Throughout the last four years of college I have developed a passion for leadership and professional development. I first became enamored through growth I saw in myself once I had completed several leadership programs. This passion was further developed through creating leadership and professional development training programs for my own staff of students for a new student transition program at Texas State University. The process of creating and delivering these training programs was both interesting and exhilarating. Seeing the growth that occurred, as a direct result of these programs, was one of the most fulfilling experiences I have ever had. I watched a group of people become more driven, efficient, productive, and loyal members of the team I worked to create through the use of leadership and professional development. My staff executed the new student program with few complications – and when a problem did occur they handled it with the finesse and confidence of professionals.

This type of growth could never have happened without the assistance of the leadership and professional development programs that we used. These programs allowed opportunity for both personal and professional growth with an emphasis on self-awareness and communication. It is amazing how much more efficiently and effectively a person will perform once they understand their own strengths and motivations (Noble, 2012). I am not the first person to make this connection. More and more employers are looking to hire leaders who are self-aware and understand what they need to be productive (Eikenberry, 2012).

There are not very many students who are graduating with this knowledge. Current graduates are seriously lacking in this skills area – and this problem needs to be addressed (Ghemawat, 2012; Lykins, 2013). In this paper I intend to highlight the shortcomings of current graduates in this area and then show how this disconnect can be rectified.

## **Study Relevance**

### **Defining the Preparedness Gap**

More and more employers are looking for employees that are proficient in additional skills beyond technical expertise (Ketter, 2012). These skills are referred to by a number of names, soft skills, leadership skills, management skills, and sometimes even generalized as people skills (Johnson, 2012). Some employers are even beginning to believe that in order for technical skills to be valuable they must be accompanied by soft skills. These soft skills are thought to be necessary to operate in the current business environment (Wolosky, 2008). In a book entitled *FYI: For Your Improvement* by Michael Lombardo and Robert Eichinger, a series of 67 competencies are outlined that help people succeed as employees and managers. In the book the authors include a matrix on these competencies (see Image 1) that indicates the level of difficulty to develop and the average skills rating of the general public. There are quite a few competencies that fall into the “low skill level,” (Lombardo, 2009) and this indicates a need for more development in these areas.

According to the results from a survey done by Marcel Robles in an article of Business Communication Quarterly the top five skills viewed as extremely important to executives are integrity,

communication,  
courtesy, responsibility,  
and interpersonal skills

– all considered soft  
skills (Robles, 2012).

Several of the  
competencies shown in  
Image 1 above align  
with the top five skills  
identified by Robles.

Conflict management,  
understanding others,  
building effective

teams, and motivating

others could easily be seen as interpersonal skills, and personal disclosure and negotiating align well with communication.

With employers increasing searching for applicants with a higher level of competence in many soft skill areas, there seems to be a large disconnect between what skill set students have when they graduate and what employers need (Buhler, 2012;

AVERAGE SKILL RATING OF GENERAL POPULATION			
LOW		MEDIUM	HIGH
DEVELOPMENTAL DIFFICULTY	HARDEST	12 Conflict Management 28 Innovation Management 45 Personal Learning 48 Political Savvy 64 Understanding Others	34 Managerial Courage 21 <i>Managing Diversity</i>
	HARDER	2 <i>Dealing with Ambiguity</i> 13 Confronting Direct Reports 37 Negotiating 40 <i>Dealing with Paradox</i> 44 Personal Disclosure 56 Sizing Up People 58 Strategic Agility 59 <i>Managing Through Systems</i> 60 <i>Building Effective Teams</i>	11 Composure 31 Interpersonal Savvy 66 Work/Life Balance 10 Compassion 38 Organizational Agility
	MODERATE	9 Command Skills 19 Developing Direct Reports and Others 25 Hiring and Staffing 36 Motivating Others 46 Perspective 65 <i>Managing Vision and Purpose</i>	5 Business Acumen 6 Career Ambition 7 Caring About Direct Reports 14 Creativity 41 Patience 49 Presentation Skills 54 Self-Development 55 Self-Knowledge 3 Approachability 4 Boss Relationships 8 Comfort Around Higher Management 22 Ethics and Values 26 Humor 32 Learning on the Fly 51 Problem Solving 52 Process Management 57 Standing Alone
	EASIER	18 Delegation 20 Directing Others	33 Listening 35 Managing and Measuring Work 39 Organizing 42 Peer Relationships 50 Priority Setting 62 Time Management 63 Total Work Systems 67 Written Communications 17 Decision Quality 23 Fairness to Direct Reports 29 Integrity and Trust 30 Intellectual Horsepower 53 <i>Drive for Results</i> 61 Technical Learning
	EASIEST	16 <i>Timely Decision Making</i> 27 Informing 47 Planning	1 Action Oriented 15 Customer Focus 24 Functional/Technical Skills 43 Perseverance

Image 1



Mahalingam, 2010). It has become clear that universities, specifically business schools, are seriously lacking when it comes to soft skill development. Students are not receiving an adequate education when it comes to developing the management skills they will need to be successful post-graduation (Marques, 2013). This gap in the level of preparedness in college students reaches across all majors. In surveys taken by the National Survey of Student Engagement, graduating seniors in 31 southwest public institutions were asked, “How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?” Students were questioned about several areas of proficiency including written and oral communication, working with others, development of personal beliefs and values, and understanding people of other backgrounds. On average, only one third of students reported that their university contributed “very much” in these areas (NSSE, 2013). Most students are not graduating with the skills they need for success. More and more businesses value soft skills over technical skills in potential employees – yet universities are not supplying them with a workforce proficient in this area of “soft skills.”

### **Developing Leadership**

In a book called “Linchpin,” Seth Goden (2010) discusses the change that occurred in the professional world over the last 20 years – and how most were not, and are not, ready for this change. When the newest generation of professionals was growing up their parents had a clear path to success. The path was very linear, and wasn’t hard to find. You went to school, got good grades, found a job, performed well enough, and you were rewarded (Goden, 2010). There was job security and a growing

middle class. Most companies and businesses didn't spend much time or money on frivolous things like providing adequate development opportunities. It wasn't a priority (Griffen, 2003).

Automation, outsourcing, and the growing global economy have changed all of that. There is no longer a clear path to success and mediocrity is not enough. The skills that seem to be separating the successful from the jobless are soft skills. Skills like communication, creativity, and relentlessness, once thought to be frivolous, are now necessary for any kind of success. These are the skills that businesses search for in employees (Goden, 2010).

To develop these kinds of skills you have to start somewhere. Students will inevitably learn a few soft skills through part time jobs or internships – but the kind of development that gets you your dream job doesn't happen in an everyday environment. This type of development starts internally – through developing an understanding of your strengths, shortcomings, and motivations (Eikenberry, 2012).

In an article entitled, "The Demand of the Future: 'The Complete Executive'" John Zimmerman (1993) discusses competencies that he believes *The Complete Executive* of the future will need. However, Zimmerman points out an underlying understanding of oneself must be reached before these competencies can be developed. Zimmerman says, "you cannot take charge of situations and influence others if you can't take charge of and master yourself," (1993, 392).

Zimmerman is not alone in this opinion. Many specialists on the subject of developing leaders of the future agree that most personal and professional

development needs start with, at a minimum, some introspective reflection time (Gallagher, 2012). Seth Goden, Dan Pink, Stephen Covey, Marcus Buckingham, and many others have written numerous articles and books on the subject of self-awareness and its importance in today's increasingly competitive business world (Goden, 2010; Pink, 2006; Covey, 2004; Buckingham, 2007).

Self-awareness has also been attributed to an ability to build and maintain meaningful relationships. In order to first understand someone else and their motivations, it is critical to understand your own. How can you build relationships based on honesty if you are not honest with yourself about your own motivations? Some even argue that you have an ethical obligation to yourself as well as your peers to understand yourself on a deeper, more meaningful, level. In order for you to perform at your highest capacity you must be self-aware. To not be is doing yourself and your peers a disservice, which is unethical (Caldwell, 2009).

More and more employers are beginning to provide and require leadership and professional development for their employees (Bishop, 2011), and much of this development centers around, and starts with, self-awareness (Higgs, 2010).

CaridianBCT held a "Raising the Bar" leadership conference for employees in 2011 that began with personal development for each participant. CaridianBCT understood that before any of the more serious and chronic problems could be addressed, their employees needed to have a better understanding of their strengths and motivations. This training was thought to be essential before workshops on communication; team-building, and chronic problems of the business would be beneficial (Bishop, 2011).

## **Solving these Shortcomings with Leadership and Professional Development**

The problems previously outlined can be solved, at least mostly, through proper training and development for students and employees. According to John Zimmerman, in addition to providing your employees with the resources to pursue a higher degree of personal and professional development, they need to be encouraged and inspired to do so. The best environment for the encouragement and motivation is in a formal training environment (Zimmerman, 1993).

At the cusp of many issues within a firm is many employees lack of understanding of themselves (Mayo, 2012). This understanding is often referred to as self-awareness. Self-awareness has a number of positive benefits, one of which is an ability to adjust and be successful in new or changing environments (Ashley, 2012; Sur, 2011). It also gives a solid foundation that is necessary to succeed in other types of development and training (Bishop, 2011).

## **Study Overview**

One potential solution to the preparedness gap is to offer, or even require, more leadership and professional development to students prior to their graduation. At the conclusion of this research I will propose a few sessions that would help to rectify some of the problems I discussed.

The workshops I will outline will include several sessions focused on the following learning outcomes:

1. Students will understand how their past affects who they are today.

2. Students will have a thorough understanding of their current values, motivations, and strengths and how this information relates to what kind of leader they are and want to be.
3. Students will begin to understand what they want their future to look like based on the values, motivations, and strengths they identify.
4. Students will learn how to effectively communicate with people who have different backgrounds, values, strengths, and motivations.
5. Students will gain communication skills applicable to personal and professional relationships.
6. Students will understand how to build and maintain a meaningful relationship.
7. Students will understand how to manage conflict in a healthy way.

The workshops will be created for college students who are getting ready for graduation. While the curriculum would easily adapt to many different audiences – for the purposes of this project and accurate audience adaption the curriculum will be aimed at a diverse group of college students ranging from ages 19-25.

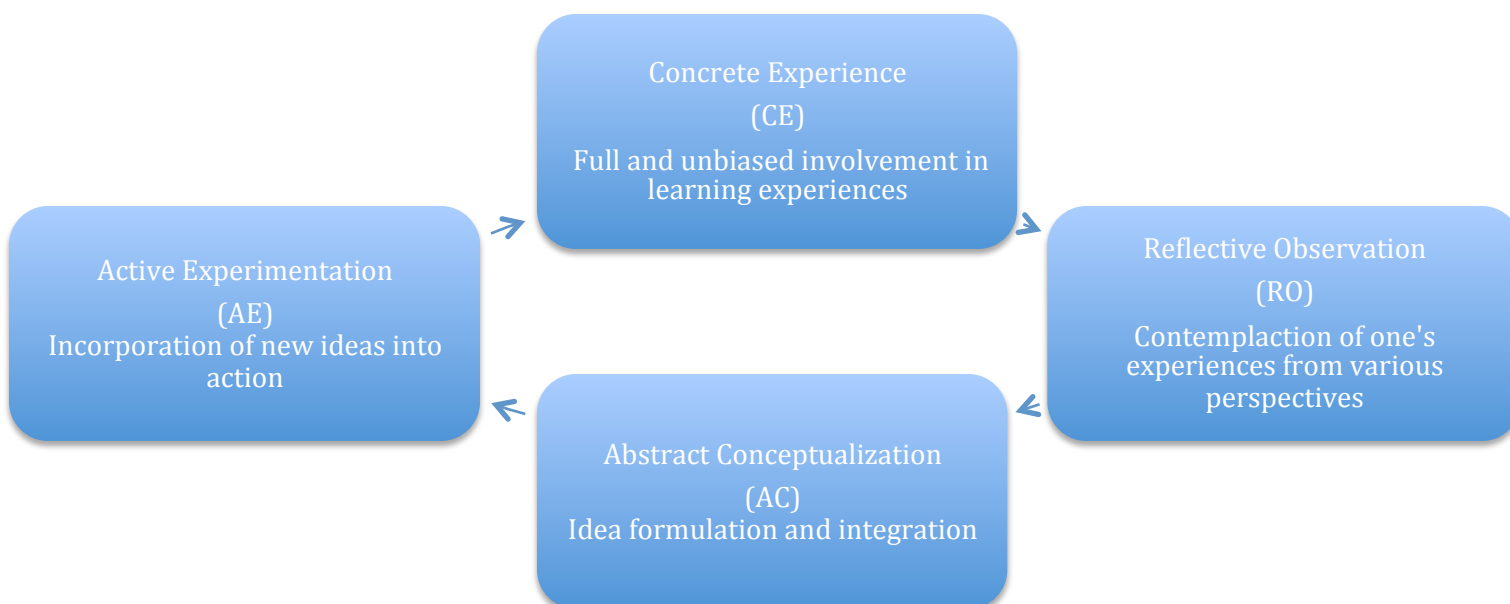
## Chapter Two

### Using Student Development Theory in Curriculum Creation

Several student and adult learning theories were used as guides while I was creating the training curriculum. I primarily used three theories: Kolb's Theory of Experiential Learning, Chickering's Theory of Identity Development, and the Relationship Awareness Theory. These three theories served as a basis for the content selected for my curriculum. These theories helped with everything from creating and selecting materials to audience adaptation strategies.

### Kolb's Theory of Experiential Learning

David Kolb published the Theory of Experiential Learning in 1989. This theory outlines a cycle of learning and four individual learning styles. This theory primarily focuses on the impact the different styles can have in a university setting – in and out of the classroom.



The cycle consists of four stages: concrete experience (CE), reflective observation (RO), abstract conceptualization (AC), and active experimentation (AE). Concrete experience (CE) serves as a solid foundation for reflective observation (RO). Those observations then create understanding that leads to the development of ideas and theories – abstract conceptualization (AC). These ideas then lead to the creation of a plan or action steps that can be used to solve problems– active experimentation (AE).

This cycle is instrumental in the learning process. It is important to understand that while this is a cycle – depending on a student’s learning style – a student might be better or prefer to learn in a particular stage. It is very important for the teacher or facilitator to understand this process so that he/she can create a proper curriculum for training or teaching based on the desired learning outcomes.

Four distinct learning styles can be taken from this cycle based on stages of the cycle in which a student prefers to work. It is important to note that these styles are not rigid for each student. A student’s learning style will often change based on the setting and the student’s current mindset.

The first style is convergers. Convergers prefer to work in the last portion of the cycle, AC and AE. These students prefer to apply theories to real life to solve problems. They will generally do well on standard academic tests and prefer dealing with technical side of things rather than dealing with social issues between other people. Convergers also have a tendency to make decisions before they have fully considered the consequences of that decision or to solving problems that don’t exist.

Divergers prefer to work in the beginning of the cycle, CE and RO. Divergers tend to be very imaginative and creative. They enjoy coming up with the ideas as opposed to implementing them. They have a talent for being the devil's advocate and can often relate to a problem from any perspective. Divergers value people and feelings in their decisions and learning processes. Divergers will have problems with feeling overwhelmed and being unwilling to commit to a decision.

Assimilators excel in 2<sup>nd</sup> and 3<sup>rd</sup> stages; RO and AC. Assimilators prefer the more conceptual world to the practical one. They value logic over practicality and they prefer to concentrate on ideas rather than people. Because of this, assimilators can often come up with impractical solutions to problems.

Finally, Accommodators like to work in the 4<sup>th</sup> and 1<sup>st</sup> stages, AE and CE. These are the people who like to get things done. They are action oriented and prefer trial and error to analyzing and evaluating. Accommodators like to see the ideas that were previously proposed implemented. They are very good at managing people and are flexible in most environments. They have a problem with inactivity – so they will often implement a solution before it is ready just to have some activity (Evans, 2010).

Throughout the creation of the training sessions at the conclusion of this research, I kept in mind the different learning styles from this theory. I also included notes in the facilitation guide for the training regarding this information. Presenters need to be aware of the learning styles of their students, but they also need to be aware of their own learning style. It is easy to allow your own learning style to influence the way you present material.



## Chickering's Theory of Identity Development

Arthur Chickering originally created this theory in 1969. He created this theory to show the difficulties that students face in a university setting as well as how students are impacted by their environment. In 1995 Chickering worked with Linda Reisser to release a revised edition of this theory. This revised edition took into account more recent research regarding student learning and newly identified student population.

In his revised theory Chickering outlined what he called the *seven vectors* of a student's psychosocial development, seven *key influences* of a student's environment, and the *three admonitions*, which create an environment that encourages learning (Evans, 2010).

### ***Seven Vectors***

Chickering's *seven vectors* are outlined as Developing Competence, Managing Emotions, Moving Through Autonomy Toward Independence, Developing Mature Interpersonal Relationships, Establishing Identity, Developing Purpose, and Developing Identity. These are all issues that Chickering and Reisser identify as key issues students face in their college years (Evans, 2010).

A student's competence development is dependent upon his/her development of intellectual, physical and manual skills, and interpersonal competence. Managing emotions involves a student's ability to recognize and handle their emotions in a healthy way (Chickering, 1995).

Moving through autonomy toward interdependence is a process where students become fiercely independent and then move into a place where they understand the

importance of working with others and the value of relationships (Evans, 2010). A struggle in this area often occurs in a student's relationship with their parents. They want their parents to see them as adults – but they value having a positive relationship with their parents. Which leads to the fourth vector – developing mature interpersonal relationships. This involves a higher level of awareness of the relationships built with others through a development of tolerance and appreciation of differences and a desire for meaningful relationships with other people (Chickering, 1995).

The fifth vector is establishing identity. This vector is especially important to the context of this paper because it relates to the emphasis placed on self-awareness in the sessions at the conclusion of this research. When a student is establishing their identity they think about and consider many things about themselves. This vector involves getting to know and appreciate who you are; everything from your socio-economic status to your sexual orientation is discussed in relation to this vector. Understanding who you are and how your background influences you is a key piece of establishing your identity.

The next vector is developing purpose. In this vector students develop career goals, personal goals, figure out what their passions are. They then will use this knowledge to build a life about which they can be passionate.

The final vector – developing integrity – has three stages: humanizing values, personalizing values, and developing congruence. In the humanizing values stage students learn to create a healthy balance between their own interests and the interests of other people. In the personalizing values stage, students begin to create their own

unique value system. They also learn that you can respect other people's values without taking away their personal convictions. In the final stage the first two stages come together to create an authentic attitude focused on the self – while balancing that with an understanding of the importance of social responsibility (Evans, 2010).

### ***Key Influences***

Chickering and Reisser outline seven *key influences* that are factors of a strong educational environment: institutional objectives, institutional size, student-faculty relationships, curriculum, teaching, friendships and student communities, and student development programs and services. All of these environmental factors are valuable to the theory, however for the purpose of this type of personal training I will be discussing only curriculum, teaching, and student development programs and services.

In respect to curriculum, Chickering made several recommendations in developing curriculum. He suggests to make the content, “relevant to students’ backgrounds and prior experiences,” “recognizing significant dimensions of individual difference between students,” “creating encounters with diverse perspectives that challenge pre-existing information, assumptions, and values,” and “providing activities that help students integrate diverse perspectives, assumptions, and value orientations.” With these suggestions in mind, Chickering asserts that the curriculum you create will be beneficial and valuable to most students in college because of where they are in their development. He also discusses teaching style as an environmental factor. In order for students to properly retain and implement what you are teaching them, you have to teach in a way that relates well to their level of development and understanding. He

mentions timely feedback and respect for individual learning differences as strategies you can use to effectively convey information to students.

The last environmental factor is student development programs and services. Chickering discusses the importance of “the education of the whole student.” Through student development programs, Chickering states that a more well-rounded and whole education is available to students. The curriculum at the end of this project would be considered a student development program (Evans, 2010).

### ***Three Admonitions***

Finally Chickering discusses *three admonitions* that are instrumental in making sure that you are creating an environment in which the participants will get the most out of the training. Throughout the creation of the development programs I used these admonitions to add notes for the facilitator that will help create this environment.

Integration of work and learning involves a university and business community working together to create environments where students can get the most out of each – and use lessons from both in each place to maximize learning potential. Recognition and respect for individuals is a premise that points out our world is only becoming more and more diverse – any workshop, class, or program presented should be created with this diversity in mind. And last, acknowledgement of the cyclical nature of learning and development says that students must be challenged – and on occasion be made a little uncomfortable to ensure that learning does not become stagnant (Evans, 2010).

Through using Chickering’s theory, I was able to create programs for students that will maximize learning potential and take-away for each participant.

## Relationship Awareness Theory

One of the tools I selected for use in the Leadership and Professional Development session at the conclusion of this research is the *Strength Deployment Inventory (SDI)*. This is a series of psychometric tests that allow participants to identify and understand better the underlying motivations behind their behavior. The inventory and the application to each participant are based in the Relationship Awareness Theory developed by Elias Porter. The Relationship Awareness Theory contains four premises. The first premise is that we behave the way we do because we want to feel good about ourselves. As we identify the type of behaviors that bring about a positive self-worth, we are constantly evaluating how our behavior affects the relationships we have. From there we consider whether or not those effects give us the gratification for which we are looking. We will alter, or in some cases attempt to remove, behavior patterns that do not make us feel good about ourselves and our relationships.

Through this process of introspection and alteration of behavior patterns we are able to identify the behaviors that bring about unwarranted conflict within our relationships, and avoid taking unnecessary hits to our self-worth.

The second premise states that we tend to have two approaches to life:

1. when things are going well and we feel good about ourselves
2. when things are going poorly and we feel our self-worth is at risk or being threatened.

The behavior patterns we have vary in each of these situations. When we are feeling good about ourselves we are free to behave in the way we find gives us the most

gratification. When we feel our self-worth is being threatened our behavior varies as we move to attempt to salvage as much of it as we can.

The third premise says that a perceived weakness is no more than an overused strength. For example, to be confident is a positive thing and allows you to have positive interactions within your relationships. However, to overdo that strength and allow self-confidence to become arrogance will create negative interactions with those you have relations.

The fourth, and final, premise states that we tend to view the world and others' behaviors through our own lens of motivation and what makes us feel good about ourselves. It implies that the more self-aware we become, and the more we understand our own motivations and what gives us the positive self-worth that we seek, the more likely we are to be able to see and understand the motivations of others (Porter, 2008).

I chose this tool because it has a dual purpose; it allows one to understand oneself as well as better understand peers. The content featured in the SDI program served to fulfill the learning outcome goals for each of the sessions outlined in Chapter Three.

## Chapter Three

### Curriculum Creation

Based on the research and literature review covered in chapters one and two, a two session curriculum was created to alleviate some of the concerns discussed. The first session will cover self-awareness. The topics in this session and the content included were largely based on the fifth and sixth vectors in Chickering's Theory of Identity Development. The second session will cover communication and relationship building. This session involves the seventh and final of Chickering's vectors. Content for this session was also inspired by Stephen Covey's *The 7 Habits of Highly Effective People* and *The Trusted Advisor* by David Maister, Charles Green, and Robert Galford. The Strength Deployment Inventory was used extensively in both sessions.

### Session One: Self-Awareness

The theme for this session will be self-awareness. This session will allow students to establish their identity, develop purpose, and develop integrity. The students who complete this session will leave the session with the following learning outcomes:

1. Students will understand how their past affects who they are today.
2. Students will have a thorough understand of their current values, motivations, and strengths and how this information relates to what kind of leader they are and want to be.

3. Students will begin to understand what they want their future to look like based on the values, motivations, and strengths they identify.

The first outcome relates to the fifth of Chickering's Seven Vectors – establishing identity. To begin the journey of self-awareness, students should first understand how their past influences who they are today. Students will begin by completing a personal narrative activity. In this activity students will create a narrative of their life thus far. Through telling a story about their past experiences and backgrounds participants will gain a more thorough understanding of who they are. This narrative will create a foundation for the students to become more authentic about their feelings, beliefs, and actions (Andenoro, 2012).

Learning outcome two is a continuation of developing identity. Students will complete activities that come from the Strength Deployment Inventory discussed in Chapter Two. This part of the session will require participants to work through the SDI Premier Edition which includes a complete self-assessment, Portrait of Personal Strengths, and Portrait of Overdone Strengths (SDI, 2011).

The complete self-assessment involves participants answering a series of questions. Based on their answers, each participant will be assigned one of seven Motivational Value Systems (MVS) indicated by a color or blend of colors. Each motivational value system is made up of a group of motives to which students can relate. Through discussion of the motivations and traits of each color, students will begin to understand themselves, and in session two others, better (SDI, 2011).



The Portrait of Personal Strengths and Portrait of Overdone Strengths will allow each participant to gain a better understanding of the strengths they use most each day. SDI uses a list of 28 strengths and their overdone partners to complete this activity (SDI, 2011). This will also be a good opportunity for students to understand that their strengths and overdone strengths are not necessarily defined by their MVS. Most people use strengths from all colors and blends (SDI, 2011).

The final learning outcome comes from a need to develop purpose. This need is identified by the sixth of Chickering's Seven Vectors. Students will complete a timeline of their future. In this activity students will create a plan for their life. Stephen Covey says to, "Begin with the end in mind." When we look to the future we are able to identify the things that are currently most important to us. It also allows us to figure out a general direction for our life. This allows us to be more intentional about the decisions we make and the areas of our self that we choose to develop further (Sandefer, 2008).

### **Session Two: Communication and Relationship Building**

This session will focus on communicating and building meaningful relationships. This session will allow students to develop effective communication skills and understand the importance of gaining and maintaining meaningful relationships. It is important for this session to follow *Session One: Self-Awareness* because understanding how to effectively communicate with others (Covey, 2009) and developing meaningful relationships is dependent upon a student having an intimate understanding of who they are (Andenoro, 2012).

The various activities and topics in this session will fulfill the seventh of Chickering's vectors – developing integrity. This vector deals a lot with students beginning to understand that accomplishing their goals and living their life doesn't have to interfere with, or be to the detriment of, the goals of a peer. The students who complete this session will leave the session with the following learning outcomes:

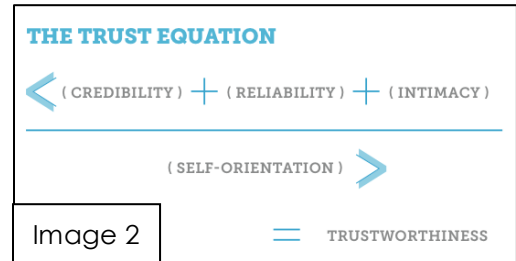
1. Students will learn how to effectively communicate with people who have different backgrounds, values, strengths, and motivations.
2. Students will gain communication skills applicable to personal and professional relationships.
3. Students will understand how to build and maintain a meaningful relationship.
4. Students will understand how to manage conflict in a healthy way.

The first learning outcome will come through further work with SDI. There will be an extensive discussion about the communication style of each MVS discussed in the first session. This will allow the students to gain a more in-depth understanding of how to identify the motivations of others and then to communicate with them effectively based on those motivations (SDI, 2011).

The second learning outcome involves discussion on two of Covey's Seven Habits: Think Win-Win and Seek First to Understand, Then to Be Understood. For Think Win-Win students will learn to approach life with an attitude of mutual benefit as opposed to one that is too authoritative or appeasing. Through Seek First to Understand, Then to Be Understood, students will learn to listen with a goal of understanding instead of a goal to reply (Covey, 2009).

The third outcome will come through a discussion of The Trust Equation. The Trust Equation comes from the book, *The Trusted Advisor*. The Trust Equation (Image 2)

identifies four areas that are necessary for a relationship built on trust. The four areas are credibility (what you say), reliability (what you do), intimacy (how others feel about



relationship), and self-orientation (how much you care about relationship vs. yourself). This information will allow students to understand the basics of building a meaningful relationship built on trust (Maister).

The final learning outcome of this session will be accomplished through completing the conflict portion of the SDI. Each student's conflict sequence was identified through a second set of questions the students answered when they completed the SDI. This program identifies three stages of conflict. In each stage a student can be in one of three stages. This conflict is independent of the MVS. The questions that identify the MVS are set when things are going well, while the questions that identify the conflict sequence are set for when things are going poorly and the student's self-worth is being threatened. According to the Relationship Awareness Theory, a student's behavior will be different during times of distress versus when a student feels things are going well (Porter, 2008). Through a student's understanding of their own conflict sequence they will be able to better articulate how they are feeling in any given stage of conflict. This information combined with a student's ability to recognize when others are in conflict will allow for healthier resolution of conflict (SDI, 2011).

# Chapter Four

## Facilitation Guide

This chapter will include instructions for facilitating the activities found in Chapter Three. This guide will include detailed notes about each of the sessions as well as notes for facilitating the activities and discussion on each topic. It is also important to note here that in order to create the level of depth the dialogue requires for the programs to be successful, facilitators need to work through the sessions and the activities to make sure they have a thorough understanding of the content. Self-awareness serves a vastly important role within the content, so it is of utmost importance that the facilitator have a very high level of self-awareness. It would be difficult to understand the majority of the material, let alone facilitate the learning of participants, if the facilitator does not have an accurate and authentic picture of themselves (Andenoro, 2012).

### Session 1:

Begin this session with the following:

- Short introduction of the group. They will have the opportunity to divulge into their background following the personal narrative activity.
- Explain what the learning outcomes of the session are.
- Do a quick expectations activity:
  - Explain to the students what your expectations of them are. This may vary from time to time, but good ones are generally honesty, being open

mindful, keeping the room judgment free, take activities seriously (you will only get out of these activities what you put in), and to respect whoever is speaking or sharing.

- Give the students an opportunity to express any expectations they have for the facilitator(s) or the rest of the group.

### ***Personal Narrative (LO1)***

- Begin by having each of the students complete the personal narrative prompts on pages 1-6 of their workbook (appendix 1). The personal narrative will prompt them to answer a series of questions and fill out the timeline. Give the students ample time, probably 15-20 minutes, to complete the pages. If needed, allow more time. These prompts are very important to beginning the program.
- Once the students finish up begin a dialogue. Start by asking if anyone would like to share. The following are a series of questions that could be used to guide conversation:
  - How did your childhood affect the experiences you had in high school and so far in college?
  - What kinds of correlations do you see in your high points and low points?
  - Ask for any other observations.

### ***SDI (LO2)***

Facilitation guide of this program is provided upon certification to facilitate SDI, and is included when you purchase the workbook.

- Personal Color

- Personal Strengths
- Personal Overdone Strengths

A few notes:

- Make sure that the conversation relating to communication with and between MVSs is not discussed here. That will occur in Session 2.
- Allow for discussion and questions about each MVS.
- In the Personal Strengths and Overdone Strengths pages make sure the connection is made that your most used strengths and overdone strengths do not have to align with your MVS.
  - Also note that this is ranking of strengths. This implies that you do in fact use strengths from all of the colors.
- Ask some of these questions to relate the material to the first part of the session:
  - How does your background affect your motivations and values?
  - How do past events affect the kind of leader you are today?
  - Are you the kind of leader you want to be? Why or why not?

### ***Map of the Future (LO3)***

- Stephen Covey says to begin with the end in mind. In order to make the decisions you need to make today, you need to know where you want to end up and understand what it will take to get there.
- Have the students complete the prompts on pages 7-12. Same as before allow them time to complete activity and then follow up with questions:
  - Would anyone like to share?

- How do your values and motivations play into the plan you have for your future?
- What kind of personal growth should you focus on to reach your goals?

## **Session 2:**

### ***SDI (LO1)***

Facilitation guide of this program is provided upon certification to facilitate SDI, and is included when you purchase the workbook.

- Communication

A few notes:

- Make sure you mention that being able to effectively communicate is key to building relationships → leading into session 2.

### ***Think Win/Win (LO2)***

- Think Win/Win will help you think with a mindset of mutual benefit as opposed to one that is too authoritative or appeasing (Covey, 2009).
- Lose-Lose: This is an attitude where neither party benefits (Covey, 2009). For example: if you and your significant other wanted to go to dinner and you couldn't agree on a place, so you decided to not go out at all.
  - Any examples from students?
- Win-Lose: This is an attitude that is too authoritative. While you get what you want, the other party does not. This is not in line with building meaningful relationships based in trust. While sometimes this is the only option, it should be avoided. Especially when the relationships means a lot to you (Covey, 2009).

- Examples from students?
- Lose-Win: The opposite of win-lose. This is where you are too appeasing. You are self-sacrificing and allow the other person to gain what they want while you gain nothing. Same as before, if this isn't the only option it should be avoided (Covey, 2009).
  - Examples from students?
- Win-Win: This is the option that allows both parties to gain. It is a path that creates mutual benefit. This is positive for building the relationship up for both parties and especially in maintaining said relationship. This attitude offers a better solution than any other attitude could offer (Covey, 2009).
- Discussion Questions:
  - Why is communication so key to win-win form of decision making?
  - Why is win-win decision making so important when building relationships?
  - How do you feel in any of the previously mentioned scenarios?

***Seek First to Understand, Then to Be Understood (LO2)***

- Through Seek First to Understand, Then to Be Understood, students will learn to listen with a goal of understanding instead of a goal to reply (Covey, 2009).

***Trust Equation (LO3)***

- The Trust Equation on page ( ) identifies four areas that are necessary for a relationship built on trust. The four areas are credibility (what you know), reliability (what you do), intimacy (how others feel about relationship), and self-



orientation (how much you care about relationship vs. yourself). This information will allow students to understand the basics of building a meaningful relationship built on trust (Maister, 2001).

- Credibility – This piece involves what you know and say. How well versed are you on the specific knowledge you need for this relationship? Are you an expert in your industry, or are you a student at a University? Your credibility relies on the information you know (Maister, 2001).
- Reliability – Reliability is how often you do what you say. Do you show up for meetings on time? Do you deliver products when you say you will? Do you complete your job duties on time (Maister, 2001)?
- Intimacy – This is how open the relationship is. You have to be willing to open up and share a little bit of yourself before you can expect that from another person (Maister, 2001).
- Self-Orientation – How much do you care about your own goals versus the goals of the relationship or the team? It is important to note that this is the denominator in the equations – which means that you could have a high levels of the first three but having high self-orientation could break the trust someone has in you. If someone perceives your self-orientation to be high they are very unlikely to trust you or put trust in the relationship you have with them (Maister, 2001).
- Facilitation Questions:

- Can you think of relationships that fit all the criteria for the trust equation? Any that were missing some of the criteria? How did this affect the level of trust you had for the people?
- If you are lacking in one, how can you exemplify the others with your strengths? For example, as college students you are unlikely to have high credibility in most professional relationships. How can you use your strengths to build up the other aspects of the equation?

### ***SDI (LO4)***

Facilitation guide of this program is provided upon certification to facilitate SDI, and is included when you purchase the workbook.

- Conflict Resolution

A few notes:

- Make sure that you mention good communication is key to avoiding conflict.
  - Understanding what others mean and their intent behind what they are saying and doing – and in turn helping others to understand the same things about you – contribute largely to solving, and avoiding the need for, conflict (Ellis, 2006).

## Appendix 1

## Session One: Self-Awareness

## Personal Narrative

Writing down and then telling your own story will allow you to get to know yourself a little better and understand your own motivations.

### Where did you grow up? What was your childhood like?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## Middle School and High School?





Pick out the most important moments, the turning points in your life and place them on this timeline.



SESSION ONE: SELF-AWARENESS | 5

**What themes or connections can you make with your high points?**

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**What themes or connections can you make with your low points?**

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**Any other observations?**

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## Creating a vision for the future

To reach the place you want to be in the future, you must start making intentional decisions today. Writing down your goals and what you want your future to look like will help you to make those decisions.

**What do you want your life to look like from now until 30?**

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.





## What do you want your life to look like after 70?

Pick out the most important moments you want to have,  
and put them on this timeline.



SESSION ONE: SELF-AWARENESS | 11

**What decisions do you think are most important in reaching your goals?**

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**Did actually thinking about your future and writing down a plan change your perspective on your future?**

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**Any other observations?**

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## Session Two: Communication and Building Relationships

## Communication

Communication is an important skill to have. Understanding that others communicate based on their own motivations is vital to effective communication.

## Notes from SDI: Communication

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## Building Relationships

Learning to build meaningful relationships is often at the cornerstone of success. Here are some tips for building and maintaining those relationships

### Think Win-Win

#### Lose-Lose

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#### Win-Lose

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#### Lose-Win

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**Win-Win**

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**Seek First to Understand, Then to Be Understood**

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## Trust Equation

## THE TRUST EQUATION

 ( CREDIBILITY ) + ( RELIABILITY ) + ( INTIMACY )  


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 ( SELF-ORIENTATION )   
 = TRUSTWORTHINESS

## Notes

**How does your MVS effect your communication style?**

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**How can you use your strengths to build meaningful relationships?**

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**Any other observations?**

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