



Program Information Form

Dear Presenter,

By filling out this form you are agreeing to confirm the list of attendees via [Campus Connection](#). Please choose the LEAD credit(s) that your program is designed to meet. (**A maximum of one per hour.** That is, for a 1-hour presentation you may select only one LO/competency, for a 3-hour presentation you may select up to three.) On the back side of this form are descriptions for each.

Leadership Outcomes

- | | |
|---|---|
| <input type="checkbox"/> Balancing Independence and Collaboration | <input type="checkbox"/> Media Literacy |
| <input type="checkbox"/> Career Path | <input type="checkbox"/> Personal Competency/Confidence (PCC) |
| <input type="checkbox"/> Critical Thinking | <input type="checkbox"/> Personal/Educational Goals |
| <input type="checkbox"/> Effective Communication | <input type="checkbox"/> Satisfying and Productive Lifestyle |
| <input type="checkbox"/> Healthy Behavior | <input type="checkbox"/> Social Responsibility |
| <input type="checkbox"/> Leadership Development | <input type="checkbox"/> Spiritual Awareness |
| <input type="checkbox"/> Meaningful Interpersonal Relationships | <input type="checkbox"/> Values and Ethics |

Diversity Programs

- Diversity Program

Competencies

- | | |
|---|---|
| <input type="checkbox"/> Foundations of Leadership | <input type="checkbox"/> Personal Development |
| <input type="checkbox"/> Organizational Development | |

Program Presentation Details:

Title: _____

Presenter(s): _____

Date/Time: _____ Location: _____

Contact Person/Host (if different from presenter): _____

If this program is part of a comprehensive program please name it: _____

Please return this form to the LEAD Program:

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LEADERSHIP OUTCOMES (LOs) *A program covering this Leadership Outcome will...*

Balancing Independence & Collaboration—explain that good leaders are both independent and collaborative; demonstrate self-reliant, autonomous behaviors while exhibiting healthy methods of interdependency; demonstrate successful models of cooperation/collaboration; suggest the importance of accepting supervision, feedback, and constructive criticism when needed; define effective strategies for seeking input and involvement of others

Career Path—provide clarity on certain fields/professions of interest to the student; help them gain depth to their own career goals; bring structure to the process of searching for jobs or considering graduate school options; highlight professionalism and expectations of work environments

Critical Thinking—teach students to use complex information from a variety of sources including personal observation to form a decision or opinion; demonstrate the application of previously understood information and concepts to a new situation or setting (case studies, role plays, scenarios)

Effective Communication—teach participants to write and speak coherently and effectively; explain the importance of deliberate reflection; highlight the (ethical) use of influence on others through writing, speaking or artistic expression; support effective articulation of abstract ideas; coach in developing successful presentations or performances

Healthy Behavior—articulate the relationship between health and wellness and accomplishing lifelong goals; promote creating a healthy community and environment; help students choose behaviors and environment that promote health and reduce risk; educate on how to recognize and address unhealthy behaviors in themselves and others

Leadership Development—relate the concept of lifelong learner to individual leadership growth; help students understand that there are many roles that a leader may play; provide insight on how leadership roles apply to their lives; teach students the ethical/professional components of leadership

Meaningful Interpersonal Relationships—help students develop and maintain healthy, satisfying, and mutually rewarding interpersonal relationships with peers, family, colleagues, and authority figures; help students recognize and address unhealthy relationships and relationship patterns; provide skills in resolving conflict

Media Literacy—teach participants to access, analyze, evaluate and create messages in a variety of forms (from print to video to the Internet); build an understanding of the role of media in society; teach participants to view media with a critical eye and provide essential skills of inquiry; highlight the importance of self-expression

Personal Competency/Confidence (PCC)—increase assertive and respectful behavior in participants; help initiate actions towards achieving goals; assist in identifying personal skills and abilities; offer opportunity to seek constructive feedback from others; provide an assessment of personal strengths and weaknesses; encourage risk taking and sharing; provide skills to help process difficult or uncomfortable scenarios or subject matter

Personal/Educational Goals—give students the concept of personal/educational goal-setting; help students clarify their own personal mission and/or vision; provide tools to assist student in task management; teach individuals to use their personal/educational goals as a guide to daily decisions

Satisfying and Productive Lifestyle—help students apply time and stress management strategies to their daily lives; highlight the importance of a balanced lifestyle between education, work, family and leisure; educate on availability and use of on and off campus resources

Social Responsibility—articulate a community-oriented social justice perspective; Help students understand the development, maintenance, and/or orderly change of community, social, and legal standards or norms; provide them with the tools to appropriately challenges the unfair, unjust, or uncivil behavior of other individuals or groups

Spiritual Awareness—highlight the importance of a personal belief system; explain the roles of spirituality in personal and group values and behaviors

Values and Ethics—will assist students in exploring and understanding their personal values and recognizing how personal values influence decision and perception of the world; promotes ethical leadership and understanding of morals/principles

DIVERSITY PROGRAMS (DPs) *A diversity program will...*

Articulate the advantages and challenges of a diverse society; combat stereotypes and oversimplification of characteristics of identity groups; explore privilege and power; develop participants' understanding of their own multi-faceted identities; educate on appropriately challenging abusive use of stereotypes by others; create understanding of the impact of prejudice and diversity on one's own society; promote taking the perspective of another to facilitate understanding. Subtopics may include, but are not limited to: **General, Race/Ethnicity, Sex/Gender, Sexual Orientation/Gender Identity, Religion/Spirituality, Class, Ability, Age**

COMPETENCIES

Foundations of Leadership

- historical perspectives and evaluation of leadership theory
- theoretical, philosophical, and conceptual foundations of leadership of several cultures
- cultural and gender influences on leadership
- ethical practices in leadership
- moral leadership
- leadership and followership

Personal Development

- awareness and understanding of various leadership styles and approaches
- exploration and designing of personal leadership approaches
- human development theories
- the intersections of human development theories, sexual orientation, national origin, and environment
- personal management issues such as time management, stress reduction, development of relationships, problem solving, goal setting, and ethical decision-making
- oral and written communication skills
- critical thinking skills
- risk taking
- creativity
- wellness lifestyle development
- supervision
- motivation

Organizational Development

- team building
- shared leadership
- group dynamics and development
- organizational communication
- group problem-solving and decision making models
- planning
- conflict management and resolution
- methods of assessing and evaluating organizational effectiveness
- organizational culture, values and principles
- community development
- power and empowerment
- collaboration
- developing trust
- organizational politics
- leadership in diverse organizations