

CSU Maritime Academy – Institution-Wide Assessment Council (IWAC)

AY 2022-23

Annual Learning Results Institution Wide SLO (G): Leadership and Teamwork



Report on ILO G: Leadership and Teamwork

“Work toward common goals and motivate and empower others to achieve them; foster collegiality, goodwill and community within a diverse group”

OBJECTIVES

- Measure the extent to which Cal Maritime students “Work toward common goals and motivate and empower others to achieve them; foster collegiality, goodwill and community within a diverse group.”
- Give recommendations for improving assessment efforts.
- Give recommendations for improving program effectiveness.

METHODOLOGY

The Leadership and Teamwork ILO can be subdivided into the Leadership component (centered on working toward common goals and motivate and empower others to achieve them) and a Teamwork component (foster collegiality, goodwill and community within a diverse group). It can be challenging to identify and measure these outcomes because ideally assessment by the faculty would take place during direct assessment of group interactions. This can be achieved in a limited number of classes, such as simulation classes where students work as teams in small groups under direct faculty observation. Assessment of student artifacts, such as assignments, exams, projects, essays, or reports can be used to assess understanding but not demonstration of these outcomes.

Given the challenge and the need to collect assessment data campus-wide, in AY 2021-22, the Edwards Leadership Development Program (ELDP) introduced the Leadership Indicator for Students (LIS), developed by the Center for Creative Leadership (CCL)¹ and implemented at Cal Maritime by the Office of the Commandant. The LIS uses student self-assessment surveys, in conjunction with faculty surveys, to provide reporting and feedback to students in the form of an “Individual Summary Report.” These surveys were administered in the fall and spring semesters to demonstrate the functionality and test the implementation.

¹ Leis, M., Yarborough, P., Reinecke, S., Leisman, T., Kosovich, J., and Ehrlich, V. (2018). *Leadership Indicator for Students (LIS)*. Greensboro, NC: Center for Creative Leadership.

In the LIS, leadership was broken down into 3 dimensions:

- Leading Self: Deep understanding of yourself and your own behavior
- Leading with Others: Working effectively with others
- Changing Your World: Working to make a positive impact in your world

Note that unlike the referenced CCL report, the Leading Academically dimension was not used for Cal Maritime. Each of the dimensions were broken down into 4 to 6 individual attributes listed below in Table 1 with their definitions and that would be associated with leadership.

Table 1. List of dimensions and their associated attributes (with definitions).

Dimensions	Attributes	Definitions
<i>Leading Self</i>	Self-Aware	Can describe what makes them who they are.
<i>Leading Self</i>	Accountable	Takes responsibility for their actions.
<i>Leading Self</i>	Resilient	Keeps trying if they fail at an important goal.
<i>Leading Self</i>	Integrity	Stands up for what they believe in.
<i>Leading with Others</i>	Collaborative	Cooperates with others effectively.
<i>Leading with Others</i>	Communicative	Expresses ideas clearly and effectively (including giving and receiving feedback).
<i>Leading with Others</i>	Active Listener	Listens carefully to what others have to say.
<i>Leading with Others</i>	Considerate	Thinks about how their actions make other people feel.
<i>Leading with Others</i>	Respectful	Treats other people the way they want to be treated.
<i>Leading with Others</i>	Accepting	Respects the views of others.
<i>Changing Your World</i>	Visionary	Inspires others to follow their vision.
<i>Changing Your World</i>	Motivating	Unites a group of people to work together towards a common goal.
<i>Changing Your World</i>	Encouraging	Encourages others to take on leadership roles.
<i>Changing Your World</i>	Confident	Steps up and take charge when it is needed.

The student survey asked respondents to identify the attributes they considered most important to leadership. This survey was made available to two cohorts: a) students who had started at Cal Maritime in AY 2021-22, and b) students projected to graduate in AY 2021-22. The survey was administered once in the fall semester and once in the spring semester. The students then rated their own competency in each of these attributes on a Likert Scale from 1 (does not describe me at all) – 5 (describes me all the time). They were then asked to rate their peers by estimating the percentage of those they believed were competent in those attributes, again on a Likert scale of 1 (almost none of my classmates) – 5 (almost all of my classmates). A similar survey was developed for the faculty that included identifying the attributes most important to leadership and assessing the competency of the student cohort on a Likert Scale from 1 (almost none of my students) – 5 (almost all of my students).

The scores were then compiled into a Student Leadership Attention Index (SLAI), developed by CCL to identify the intersection of importance and competency. A plot of SLAI values from the Fall 2021 data is shown below. Negative numbers indicate attributes that require additional attention due to low competency but high importance. These would be identified as areas of potential growth. Although this data set does not provide direct measures or individual-level data, it can inform the ELDP program as

they evaluate the program for AY 2021-22 and develop curricular changes within its offerings to help students develop in these attributes.

RESULTS AND DISCUSSION

This report will focus on the student survey administered during the Fall 2021 semester to two cohorts: a) students who had started at Cal Maritime in AY 2021-22, and b) students projected to graduate by Summer 2022. Faculty who taught courses primarily with first-year students were given a survey to evaluate the students who had started at Cal Maritime in AY 2021-22. Faculty who taught courses that were primarily students in the final year of their program were given a survey to evaluate the graduating cohort.

For each cohort, three data visualizations will be included. The first will be the perceptions of students' competency in the SEL Attributes as evaluated by the students themselves on the left and the faculty on the right. The data are used to produce a plot where the SEL average scores on the y-axis and the importance assigned by the students on the x-axis. This plot allows for a qualitative assessment. The final plot lists the SLAI values associated with each attribute. This provides the quantitative measure and is used to identify the attributes with the greatest need of attention.

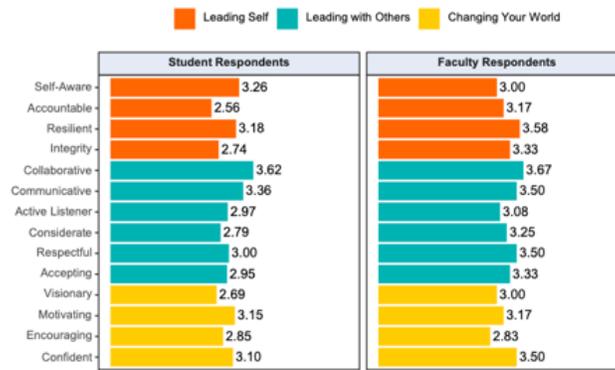
The data provided by the ELDP survey can be used for a continuous improvement process within the program by identifying attributes requiring further training within ELDP. These data can inform the development of future assessment processes in leadership. However, unlike other IWAC assessments, there is no defined benchmark, as the instrument was not built for that. In addition, the data are not associated with individual students and therefore no breakdown by program or other identifying group is provided.

Graduating Students

The visualization for the data collected from this cohort can be found in Figure 1. The scores from the faculty respondents were generally higher than student respondents, with the one exception of encouraging, where the scores were approximately the same. The plot of the leadership gap profile helps visualize the competency versus the importance. The "key gaps", with low competency and high importance, are found in the bottom right of the plot. The largest gap is in the "Accountable" attribute, followed by "Integrity," both of which are found in the dimension of Leading Self. When these results are converted into Student Leadership Attention Indices, "Accountable" (-3) and "Integrity" (-2.28) lag, followed by "Accepting" (-1.1) and "Active Listener," (-0.72), which are found in the Leading With Others.

Without specific benchmarks, the recommendations from the data would be a relative measure rather than an absolute. However, the data suggest that as an institution, opportunities to support and strengthen instruction in accountability and integrity be undertaken as students and faculty identify these as important and areas which requires development.

Perceptions of Students' Competency in the SEL Attributes



Amount of students demonstrating SEL
 1 = This describes almost none of the students;
 2 = This describes some of the students;
 3 = This describes about half of students;
 4 = This describes most of the students;
 5 = This describes all of these students

Leadership Gap Profile



Student Leadership Attention Index

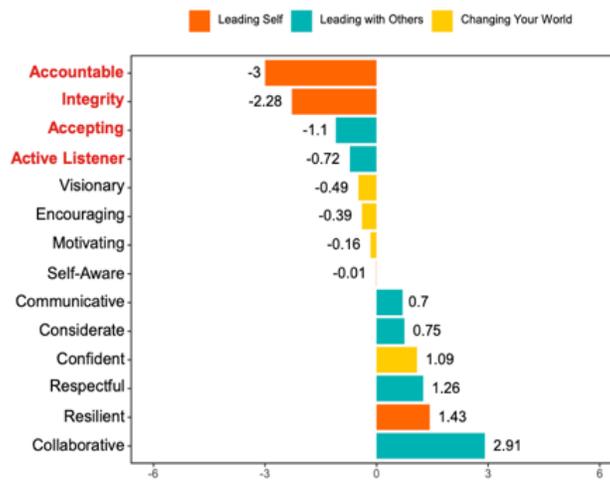


Figure 1. Presentation of data collected for students projected to graduate by Summer 2022: Perceptions of Students' Competency in the SEL Attributes (top), Leadership Gap Profile (center), and Student Leadership Attention Index (bottom).

First-Year Students

The visualization for the data collected from this cohort can be found in Figure 2. The scores from the faculty respondents were generally similar or higher than student respondents. However, there were exceptions in "Self-Aware," "Encouraging," and "Confident" in order of difference in magnitude. Although this generally shows acceptable agreement, it would be worth exploring potential causes for these exceptions.

The plot of the leadership gap profile helps visualize the competency versus the importance. The "key gaps", with low competency and high importance, are found in the bottom right of the plot. The largest gap is in the "Accountable" attribute, which is found in the dimension of Leading Self. For this cohort, the scores are such that integrity is closer to the mean score than it was for the Graduating Students. This observation illustrates the challenge of using relative ranking in this plot rather than absolute. When these results are converted into Student Leadership Attention Indices, "Accountable" (-3.12) is the item that stands out, much as it did with the Graduating Students. "Integrity" also lags (-1.75), although not with the same magnitude as with the Graduating Students. This is again followed by "Accepting" (-1.21). Interestingly, the attribute that follows is "Confidence" (-0.92), whereas "Active Listener" has a positive indicator (+1.22) in these results. This was caused by a relative decrease in the competence belief in this dimension, even though the actual scores did not vary greatly (2.97 for Graduating Students vs. 3.06 for First-Year Students).

Again, without a benchmark, it is not a straightforward comparison, as highlighted by the variations in scores versus SLAI in the "Accepting" and "Active Listener." These variations should be explored in terms of instrument development. In addition, without longitudinal data sets, it's hard to determine if the cause could be attributed to normal variations in population. However, the data reinforces the recommendation to find opportunities to support and strengthen instruction in accountability and integrity.

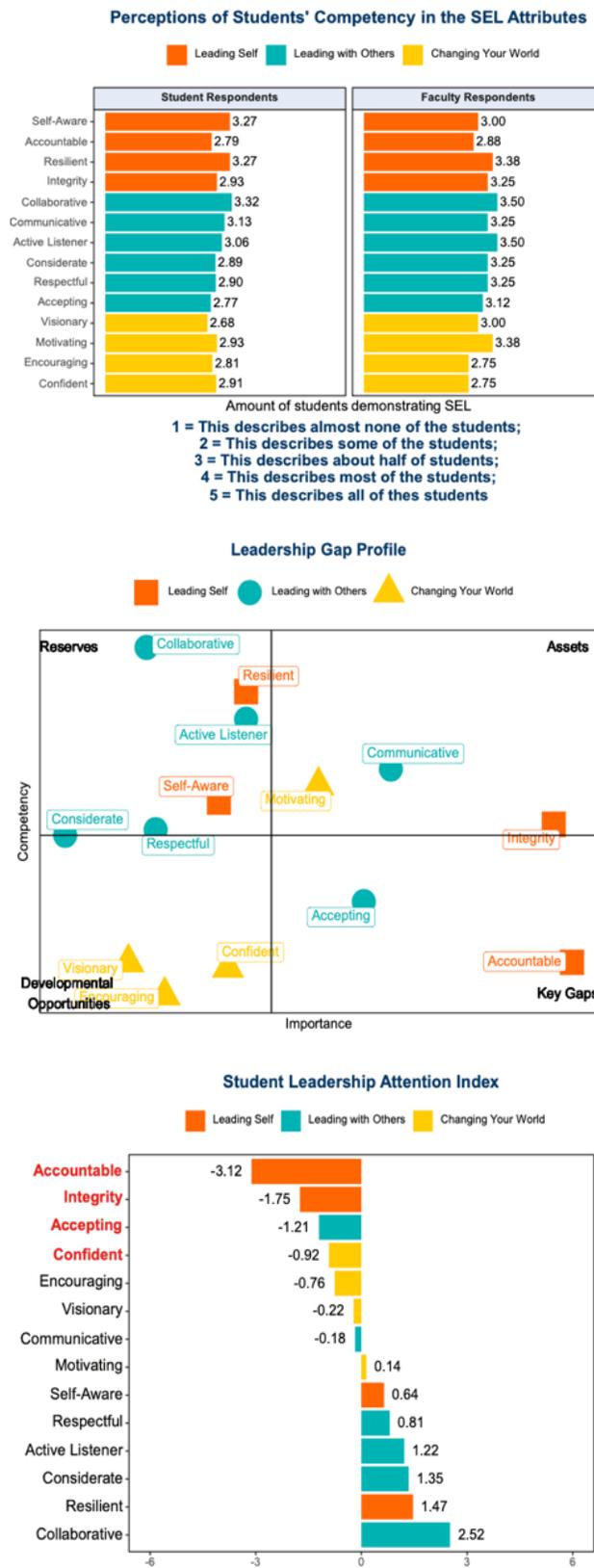


Figure 2. Presentation of data collected for first-year students: Perceptions of Students' Competency in the SEL Attributes (top), Leadership Gap Profile (center), and Student Leadership Attention Index (bottom).

RECOMMENDATIONS

Assessment Efforts

The following recommendations address the assessment process and should be implemented by IWAC. The first set of recommendations to improve the LIS assessment tool in future cycles:

- **Modification of Instrument to Capture Individual Assessment.** As discussed in the previous section, more conclusive findings can be drawn from the results if individual assessments could be carried out. To bring this assessment in line with other IWAC assessments, the data needs to be broken down by the program level. In addition, individual assessments would also allow for the breakdown of data by other demographics, such as race and gender. IWAC recognizes that CCL must maintain the anonymity of their data before release to Cal Maritime. However, it may be possible to develop an arrangement between the two parties that would allow Cal Maritime to release the demographic data for the individual students to CCL, who could then associate the data with the demographic data. This would require the Edwards Leadership Program work in conjunction with CLL and the Office of Registrar to develop an agreement that would meet FERPA requirements.
- **Mapping of Dimensions to ILO.** The dimensions in the LIS don't directly map with this ILO. Time should be taken to map the attributes and dimensions. In addition, IWAC, in conjunction with the Faculty Senate, should revisit the definition of this ILO.
- **Development of benchmarks.** With an initial data set of both the importance and competence in the attributes, informed benchmarks can be established. In the next cycle, the most important (perhaps the top 5) attributes identified by faculty could serve as the dimensions of assessment. Even if individual-level results cannot be collected, having quantitative targets could help in evaluating the effectiveness of changes in the leadership curriculum.
- **Expansion of the Sample Size.** Additional confidence in the findings could be established with a larger student and faculty sample size. For example, it may be worth reviewing the survey for clarity, length, and appearance to see if there are ways to optimize it. To expand faculty participation, a recommended action would be for ELDP to enlist the assistance of the Deans and Department Chairs to identify which courses and instructors should be enlisted to participate.

The second set of recommendations is meant to address needs identified by IWAC in the overall assessment of this ILO. These are contingents on the recommendations to the institution about the clarification of the definition and implementation of leadership and teamwork.

- **Assessment Planning for Next Cycle.** Upon agreement about the definition and implementation of the Leadership and Teamwork ILO, IWAC will need to i) develop instruments that align and are direct assessment by the instructor/evaluator of individual students, and ii) identify attainment benchmarks associated with those assessments.
- **Development of Alternate Direct Assessment Instruments.** Going forward, IWAC should investigate the development of direct assessment instruments to be carried out by a faculty or staff member. This could for example take the form of a rubric that the instructor fills out for each individual student at the end of a group project. Ideally, these instruments would yield data on the individual level, which would bring it in-line with IWAC assessment of other ILOs.

- **Direct vs. Indirect Assessment.** IWAC will need to consider whether indirect assessments (i.e., student self-assessment surveys) could serve as samples of student work. It is challenging to find a sample of student work (such as an assignment, report, or presentation) where this ILO can be directly measured.

Program Effectiveness

The following recommendations are meant to address program effectiveness and should be implemented by departments.

- **Instructional Changes Based on the Data.** Based on the data presented, identify if/where programs have course learning outcomes related to “Accountability” and “Integrity.” We encourage programs to have this discussion with their faculty to identify opportunities to assess this dimension, as well as chances to address these dimensions in future course offerings.
- **Mapping Course Outcomes to Leadership and Teamwork Dimensions.** Programs are asked to identify course outcomes that align with the leadership dimensions. Although there are no dedicated courses in leadership and teamwork, there may be alignment between course outcomes or activities as the SEL attributes. For example, a course where students are expected to work in teams could be an opportunity to assess “Leading with Others.” An ethics class may explore concepts in accountability and integrity that would map onto “Leading Self”. Identifying these course outcomes can help inform the development of individual student assessments.
- **Identifying Courses with Leadership and Teamwork Learning Outcomes.** Through these discussions, if programs find it does not address leadership and teamwork in any of their courses, is it then deferring the sole responsibility to co-curricular activities? In that case, should these activities be considered part of the curriculum of that program and codified?

Based on the answers to those questions, programs could consider implementing one of the following possible scenarios:

- Leadership is introduced, reinforced, and mastered in the curriculum. The program can identify courses where these occur and should work with IWAC to develop assessment plans. For some programs, it would be worth exploring courses taught in the bridge simulator and steam simulator.
 - Leadership is not contained within the current curriculum. Leadership is introduced through ELDP. It is reinforced and mastered through co-curricular activities and not in the curriculum. In this model, the co-curricular activities will need their leadership outcomes codified and samples of student work identified.
 - Leadership is only demonstrated on the reinforced and mastery level through senior-level classes. It is reinforced and mastered through activities in the classroom directly (e.g., instruction in leadership theory, group organization) and/or group activities. Leadership is introduced through ELDP.
- **Reviewing the Teamwork and Leadership ILO.** IWAC recommends that the appropriate shared governance bodies responsible for the ILOs review and revise this ILO. For example, is the

fostering of "collegiality and community within a diverse group" an outcome that can be defined in instruction and assessed with an artifact? Alternatively, is the language in the ILO more consistent with a learning objective and revised learning outcomes that are measurable can be defined. In addition, IWAC recommends that a process of periodic review and revision of ILOs be developed as well.

IWAC would like to acknowledge the efforts of Commandant Taliaferro and the ELDP. This is the first quantitative assessment data set for this ILO and hope for continued collaboration and progress.

**APPENDIX A: FALL 2021 LEADERSHIP INDICATOR FOR STUDENTS
REPORT**



Center for
Creative
Leadership®

LEADERSHIP INDICATOR FOR STUDENTS

A University-Level Analysis of Students' Social-Emotional Leadership

California State University Maritime Academy - 15 (n = 144) - January 07, 2022



INTRODUCTION

Social-Emotional Leadership (SEL)

- ❖ *Social-Emotional Leadership* is CCL's® research-based framework that describes the dimensions and attributes that comprise effective student leadership.
- ❖ Students demonstrating SEL are in charge of themselves and their own actions (**Leading Self**), and can work well with others (**Leading with Others**) on projects that are important to them (**Changing Your World**).
- ❖ Students with higher levels of SEL are more engaged in school, feel a greater sense of belonging, and get better grades.

Social-Emotional Leadership Framework



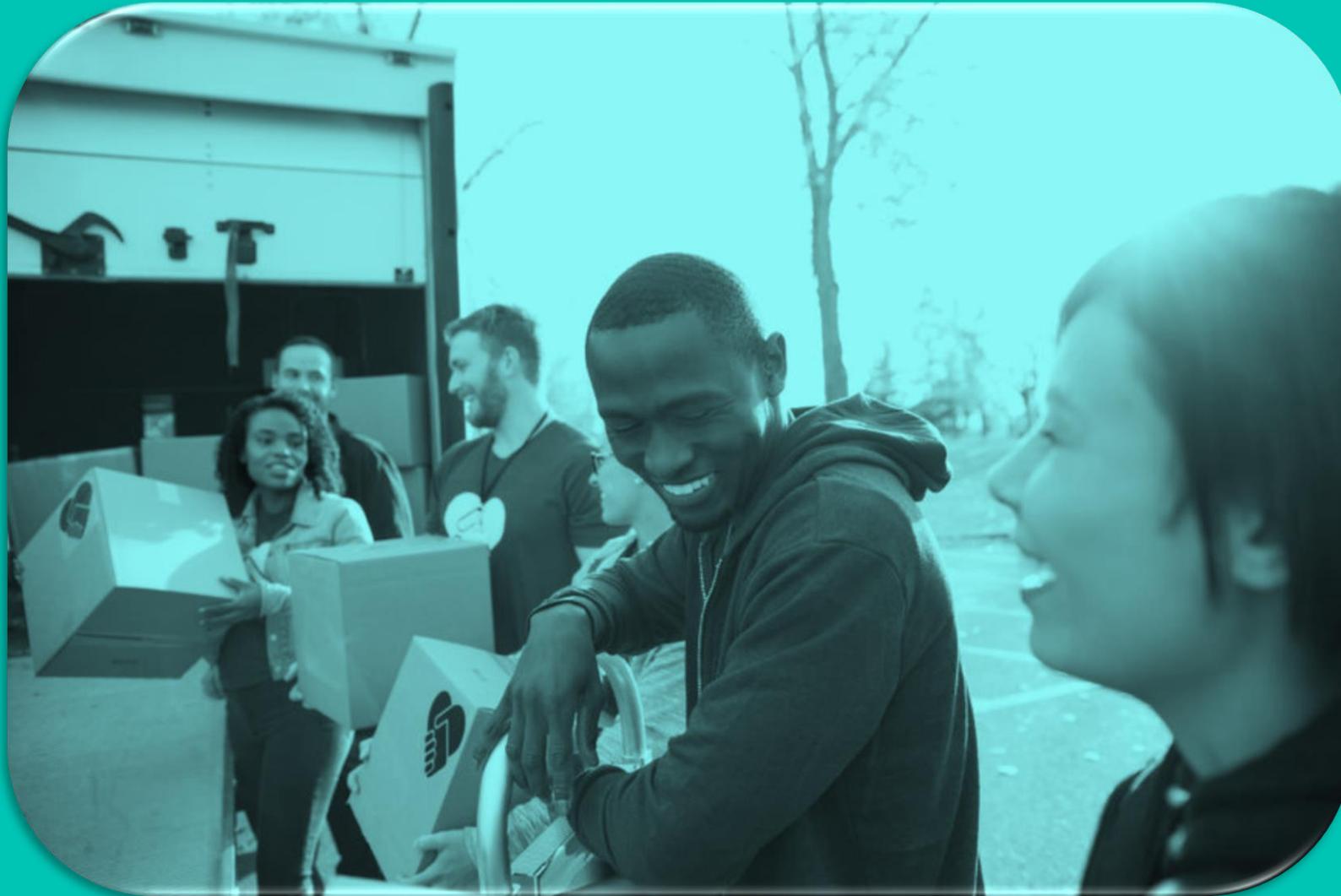
SEL Attributes

- ❖ Adults can actively encourage SEL development with students through developmentally appropriate experiences.
- ❖ **SEL attributes** refer to the key values, mindsets, and skills that will help students be more successful.

Dimensions	Attributes	Definitions
<i>Leading Self</i>	Self-Aware	Can describe what makes them who they are.
<i>Leading Self</i>	Accountable	Takes responsibility for their actions.
<i>Leading Self</i>	Resilient	Keeps trying if they fail at an important goal.
<i>Leading Self</i>	Integrity	Stands up for what they believe in.
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<i>Leading with Others</i>	Respectful	Treats other people the way they want to be treated.
<i>Leading with Others</i>	Accepting	Respects the views of others.
<i>Changing Your World</i>	Visionary	Inspires others to follow their vision.
<i>Changing Your World</i>	Motivating	Unites a group of people to work together towards a common goal.
<i>Changing Your World</i>	Encouraging	Encourages others to take on leadership roles.
<i>Changing Your World</i>	Confident	Steps up and take charge when it is needed.

You can use this report to help you answer the following questions:

- Which leadership dimensions are considered most important?
- Which leadership attributes are considered most important?
- In which leadership dimensions and attributes do students rate themselves as most competent?
- In which leadership dimensions and attributes do observers (students and faculty) rate students as most competent?
- How aligned are your students' social-emotional leadership competencies with the attributes considered to be most important?
- Where should you consider focusing student leadership development efforts?
- How motivated are students and teachers to engage with social-emotional leadership development?



SURVEY DATA

Respondents



n = 115

Students



**n = No
respondents**

Other Admins



n = 28

Faculty



**n = No
respondents**

Staff



n = 1

Other Adults

Participant Demographics Overview

Demographic	Group	Faculty	Other	Student
Gender	Man	21	0	62
	NA/Prefer not to respond	0	0	3
	Non-binary	0	0	0
	Prefer to self-describe	0	0	0
	Transgender	0	0	0
	Woman	3	0	27
	Aggregated	4		3
Race/Ethnicity	Asian/Asian-American	1	0	5
	Hispanic/Latinx	0	0	5
	Multiracial	2	0	27
	NA/Prefer not to respond	6	0	23
	Pacific Islander	0	0	0
	Prefer to self-describe	0	0	0
	White/Caucasian	19	0	51
	Aggregated	5		2

Reflection Questions

- Looking across the demographic breakdowns, does this sample seem representative of the institution's population?
- Are any groups under- or over-represented?
- What other characteristics or identities of those in your institution might play a unique role in the leadership culture?
- What policies are needed to allow everyone to actively contribute to the leadership culture in a positive way?

*Note: Groups with fewer than 3 responses are combined in the Aggregate group

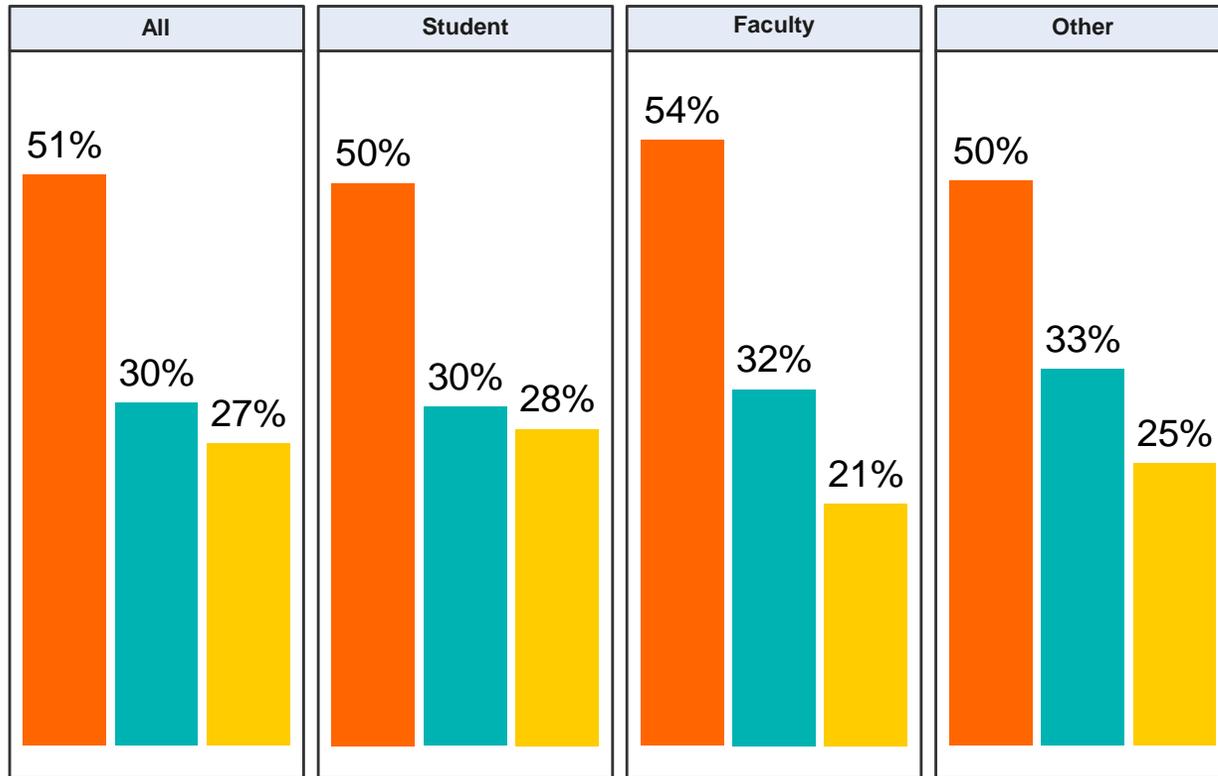
SEL Dimensions & Attributes – Importance and Competency Ratings

- **Importance Ratings:**
 - Participants were asked to select up to five values, mindsets, or skills (attributes) that they believe are most important for student leaders.
 - Attributes were aggregated to the dimension level to understand which dimensions are perceived as most important for student leadership.
- **Competency Ratings:**
 - Students rated themselves on each SEL attribute from 1 (does not describe me at all) to 5 (describes me all the time).
 - Students rated their peers on the SEL attributes from 1 (this describes almost none of my classmates) to 5 (this describes almost all of my classmates).
 - Faculty rated their students on the SEL attributes from 1 (this describes almost none of my students) to 5 (this describes almost all of my students).
 - The attributes were aggregated to calculate student competency scores for each SEL dimension.

Which leadership dimensions are considered most important?

Percent of Respondents Who Rated Each Social-Emotional Leadership Dimension As 'Most Important'

Leading Self Leading with Others Changing Your World

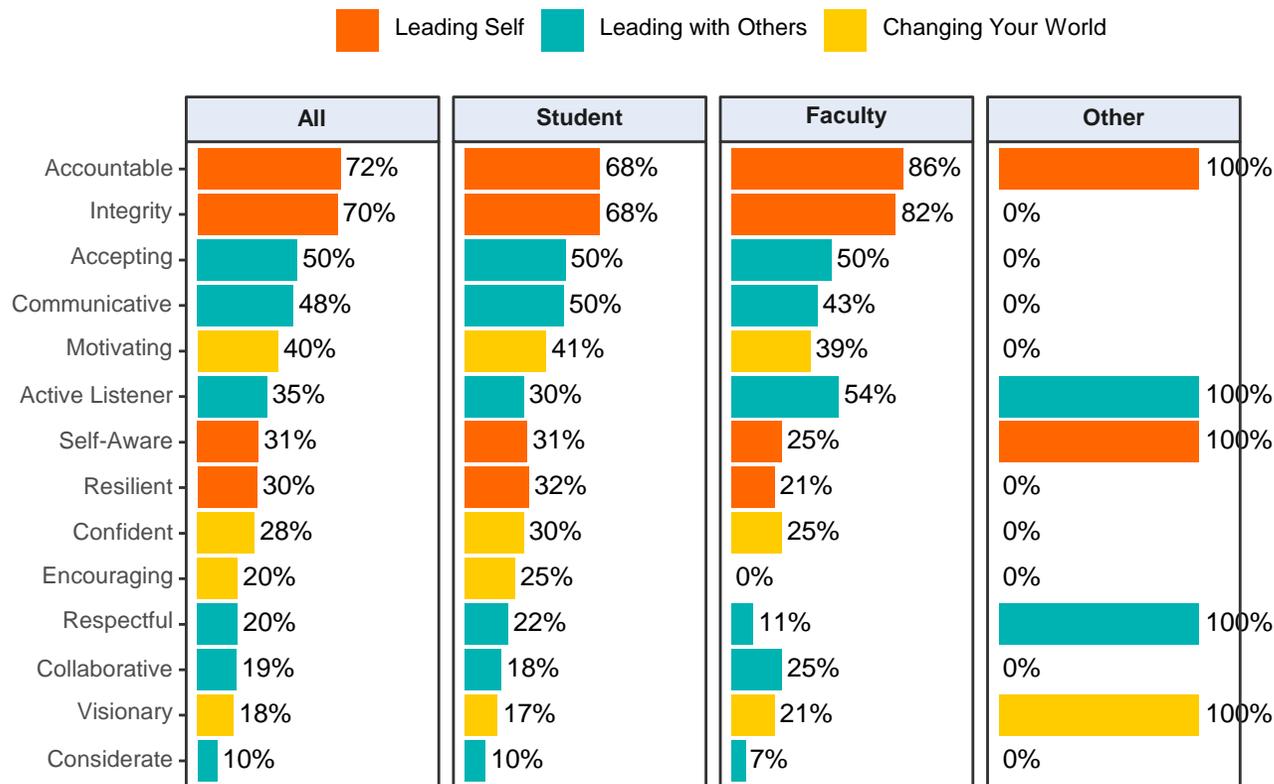


Reflection Questions

- How well do the most important leadership attributes align with your mission, culture, and values?
- What might be driving student, faculty, and staff beliefs about the importance of these attributes?
- What are the differences in the most important attributes between role groups? What do you think might be driving these differences?
- How could your school climate be different if all of the role groups were aligned around the most important leadership attributes?

Which leadership attributes are considered most important?

Percent of Respondents Who Selected Each Attribute As One of the 'Top 5 Most Important Attributes for Student Leadership' by Role



The All category is an aggregation of all respondents

Reflection Questions

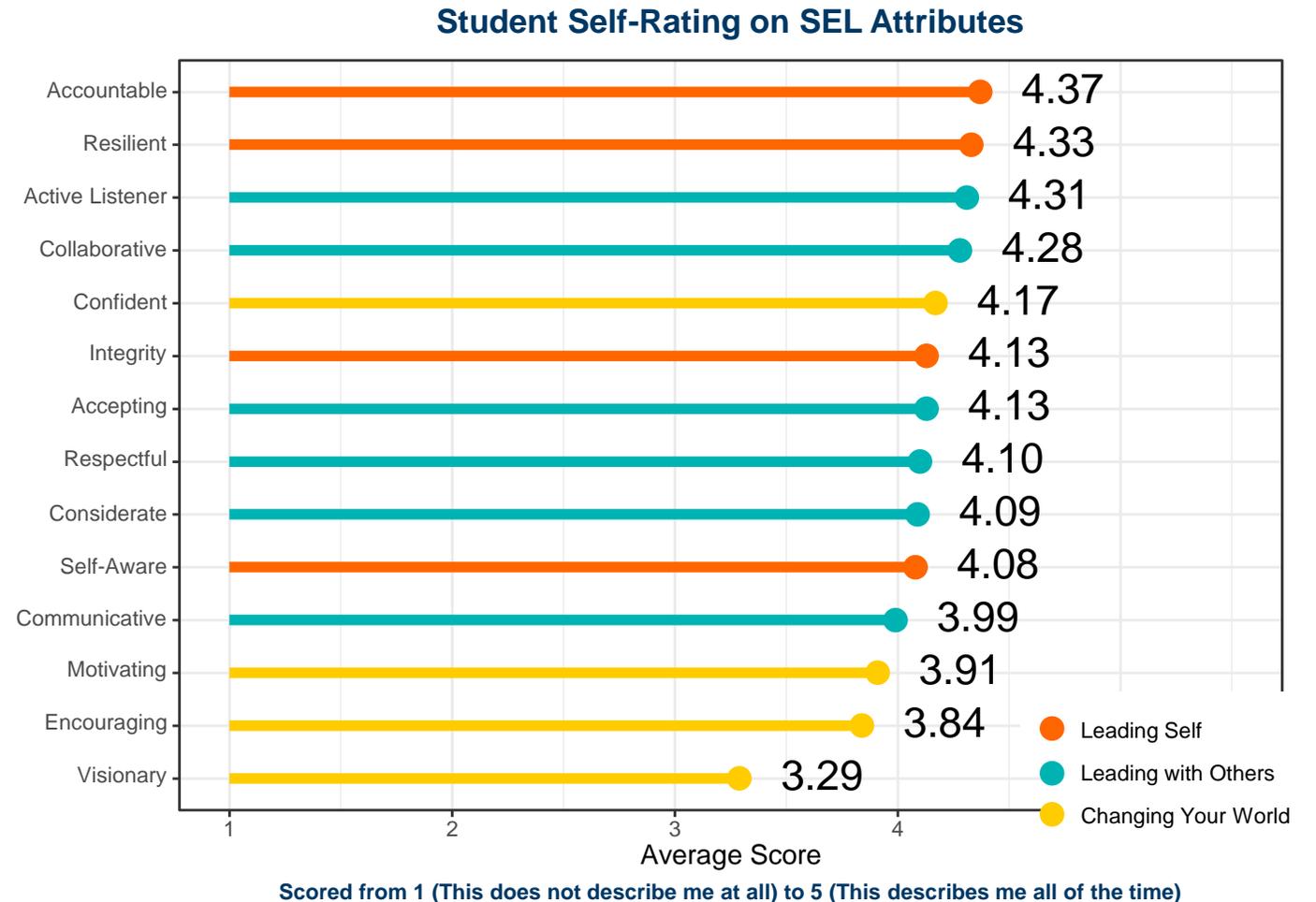
- How well do the most important leadership attributes align with your mission, culture, and values?
- What might be driving student, faculty, and staff beliefs about the importance of these attributes?
- What are the differences in the most important attributes between role groups? What do you think might be driving these differences?
- How could your school climate be different if all of the role groups were aligned around the most important leadership attributes?

In which leadership dimensions and attributes do students rate themselves as most competent?

**Leading Self =
4.23**

**Leading With Others =
4.15**

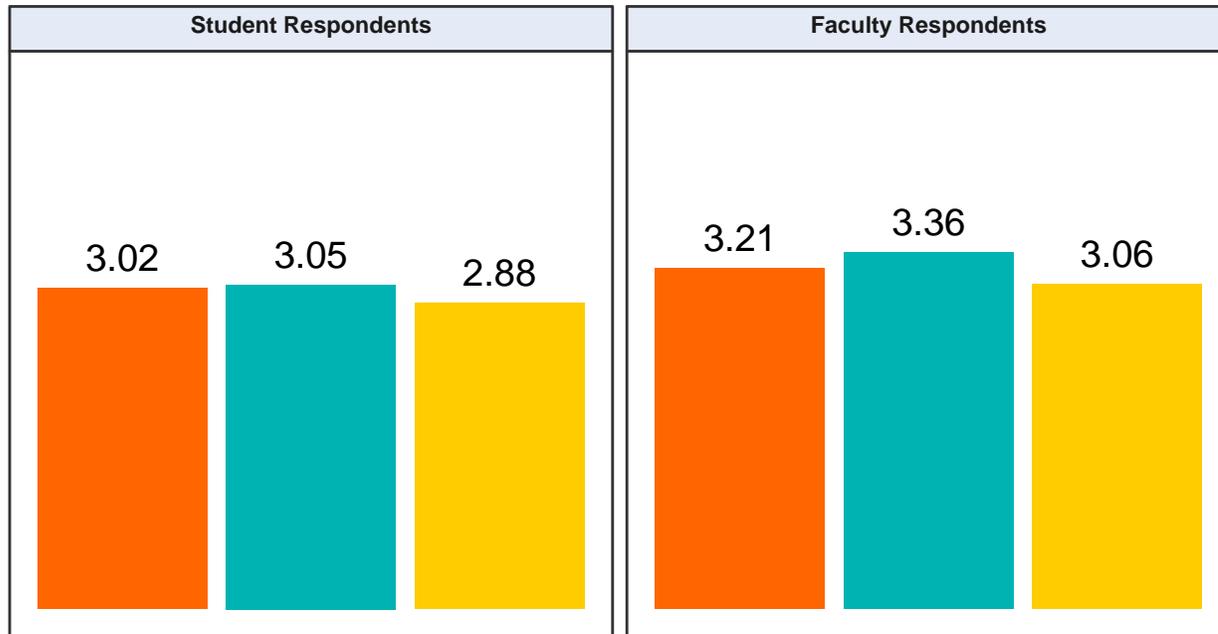
**Changing Your World =
3.8**



In which leadership dimensions do observers (students and faculty) rate students as most competent?

Perceptions of Students' Competency in the SEL Dimensions

dimension ■ Leading Self ■ Leading with Others ■ Changing Your World



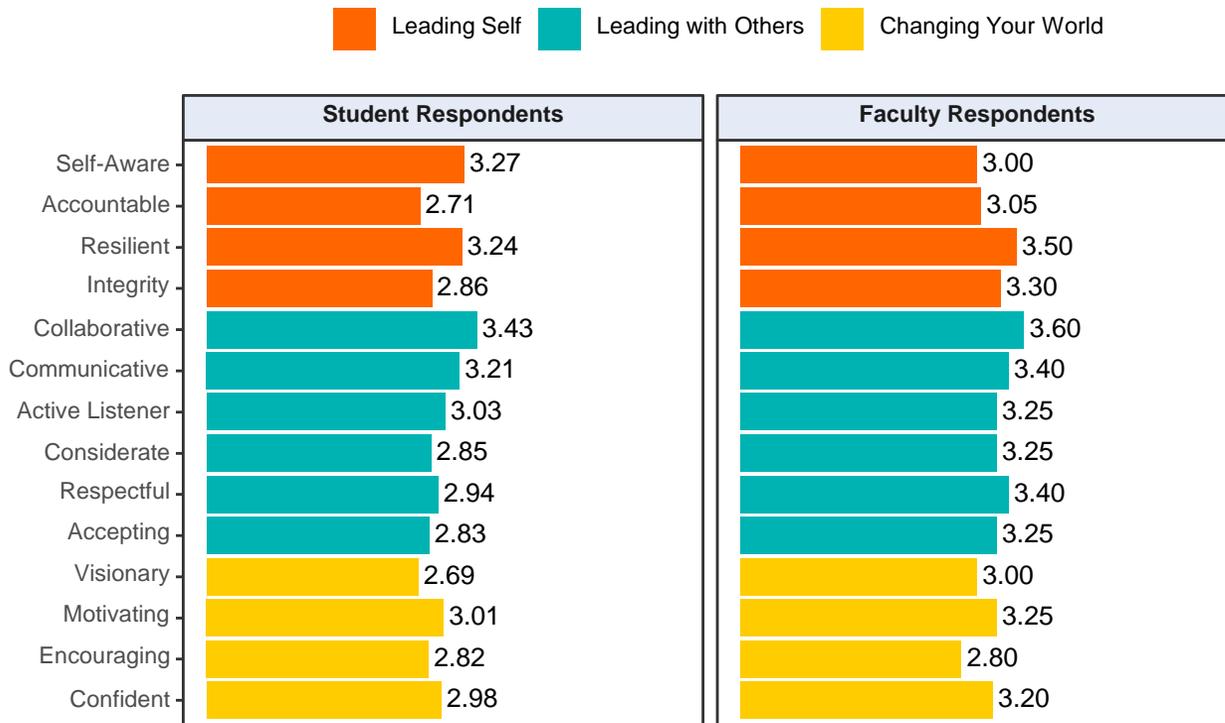
1 = This describes almost none of the students;
2 = This describes some of the students;
3 = This describes about half of students;
4 = This describes most of the students;
5 = This describes all of these students

Reflection Questions

- In which leadership dimension are students seen as *most* competent in by each rater group?
- In which leadership dimensions are students seen as *least* competent in by each rater group?
- What are the similarities and differences between how each rater group views student competencies in each social-emotional leadership dimension?
- What would culture look like if students were highly competent in each leadership dimension?

In which leadership attributes do observers (students and faculty) rate students as most competent?

Perceptions of Students' Competency in the SEL Attributes



Amount of students demonstrating SEL

- 1 = This describes almost none of the students;
- 2 = This describes some of the students;
- 3 = This describes about half of students;
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- 5 = This describes all of these students

Reflection Questions

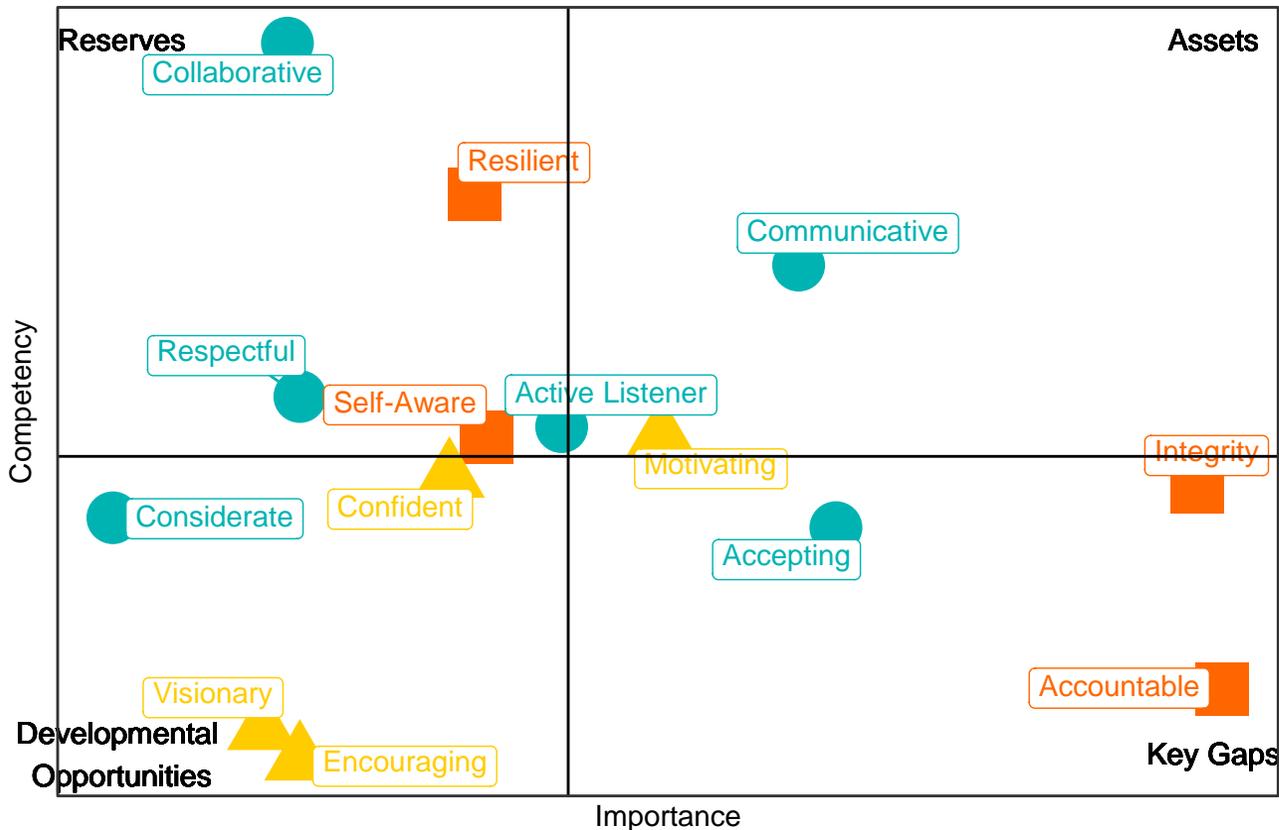
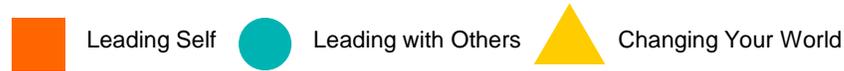
- On which leadership attributes does each rater group (Students, Faculty) rate students highest?
- On which leadership attributes does each rater group rate students lowest?
- Are there differences between how students rate themselves (Slide 11) and how observers rate students? Why do you think these differences exist?
- For each attribute with a lower rating, describe specific behaviors that would indicate competency in this attribute.

Leadership Gap Profile

- A **gap analysis** helps visualize the relationship between rated student competency and importance of the SEL attributes in terms of quadrants.
 - The **Reserves** quadrant includes attributes that are considered to be student strengths, but are considered less important for student leadership.
 - The **Assets** quadrant includes attributes that are considered to be student strengths, and are also considered more important for student leadership.
 - The **Developmental Opportunities** quadrant includes attributes that are considered to be areas of needed growth, but are considered less important for student leadership.
 - The **Key Gaps** quadrant includes attributes that are considered to be areas of needed growth, and are also considered more important for student leadership.
- The lines dividing each quadrant represent the mean scores for Competency (horizontal line) and Importance (vertical line).

How aligned are your students' Social-Emotional Leadership competencies with the attributes considered to be most important?

Leadership Gap Profile



Reflection Questions

- What can we learn by looking at this Leadership Gap Profile? Where do the majority of the leadership attributes fall on the graph?
- What strategies – both short term and long term – can be employed to improve student competency in the attributes or dimensions represented in the *Key Gaps* and *Developmental Opportunities* quadrants?
- How might the attributes represented in the *Assets* or *Reserves* quadrants support student leadership development efforts?

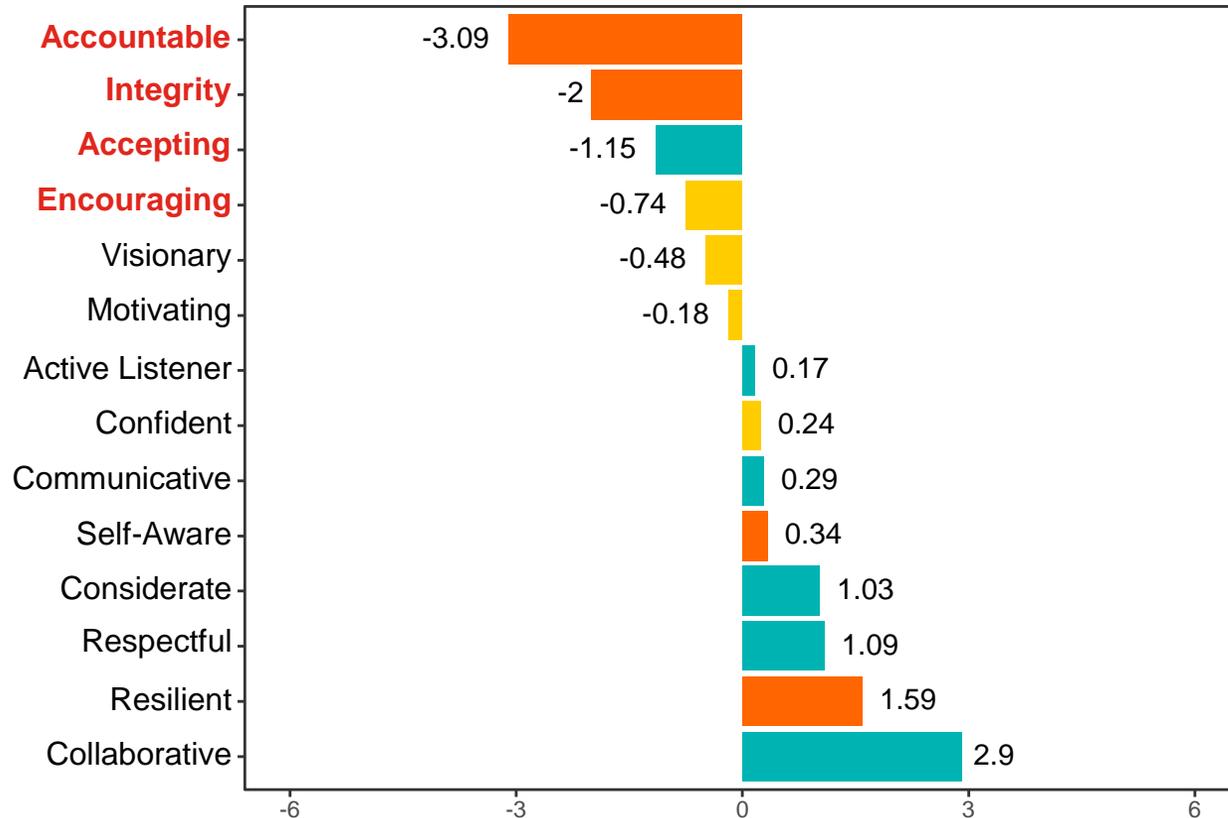
Student Leadership Attention Index (SLAI)

- The **SLAI** helps answer the question of where to focus leadership development efforts by mathematically combining the most important leadership attributes as described by all respondents with the level of competency that students currently have in each attribute (as rated by teachers and peers).
- The **SLAI** is best interpreted as a relative measure of priority to guide leadership development efforts. Though the scores range between -6 and +6, these numbers are standardized and have no value in themselves other than as a comparison.
 - A **lower** index score indicates an attribute that merits attention, as it is both rated as important and students are perceived to have lower levels of competency in this area.
 - A **higher** index score means that either the attribute is rated as less important or the competency ratings are higher.
- The attributes in red represent the areas you may wish to focus student leadership development efforts.

Where should your school consider focusing its student leadership development efforts?

Student Leadership Attention Index

Leading Self Leading with Others Changing Your World



Reflection Questions

For the following questions, look at the colors of each bar graph. These colors represent the three student leadership dimensions.

- Which SEL dimension merits the most focus (i.e., has the most representation at the top of the graph)?
- Which attributes in each dimension (Leading Self, Leading with Others, Changing Your World) require the most focus?
- Which SEL attribute merits the least focus (i.e., has the most representation at the bottom of the graph)?

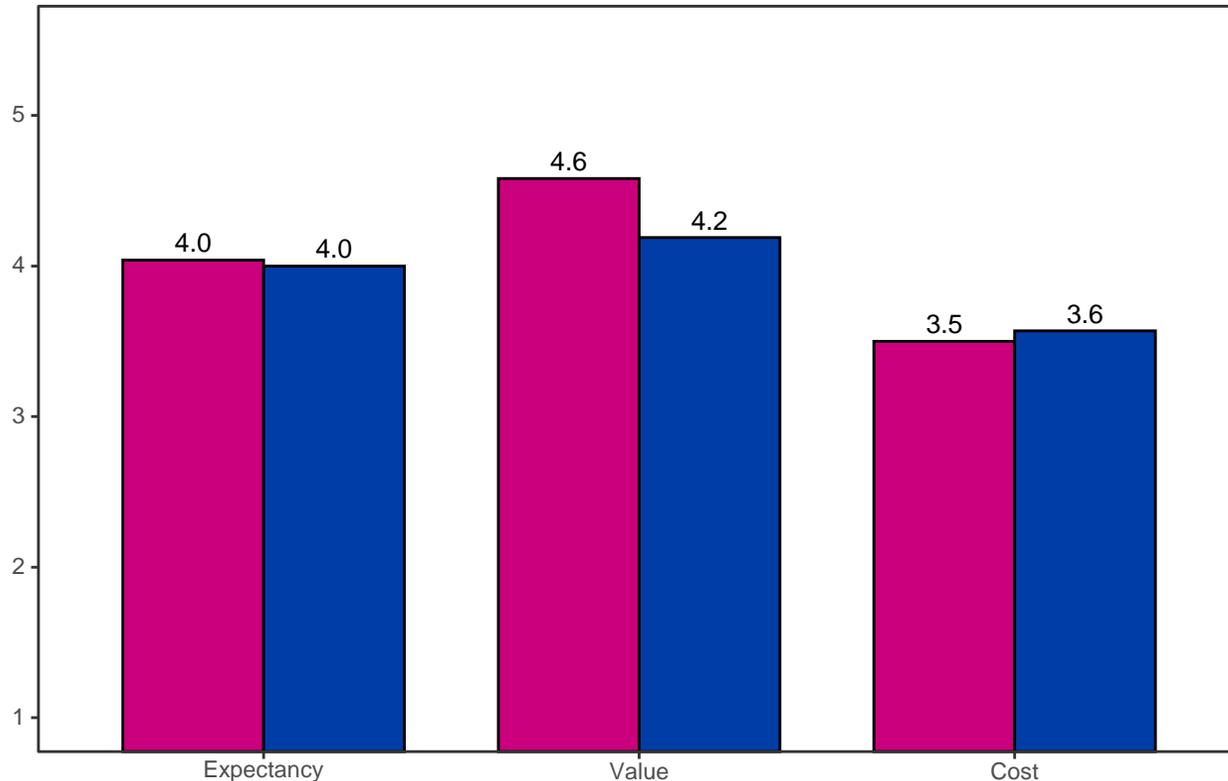
Motivation for Leadership Development

- Lack of motivation leads to lack of participation in, or facilitation of, leadership development activities.
- Factors that determine student's motivation:
 - **Expectancy** - do they think they have the ability to be a leader?
 - **Value** - do they think leadership is valuable for their success in school?
 - **Cost** - do they think they have the time to put into being a leader?
- Factors that determine faculty motivation:
 - **Expectancy** - do they think they can successfully develop student leadership?
 - **Value** - do they think leadership is valuable for student success?
 - **Cost** - do they think they have the time to put into developing student leadership?
- Low motivation (*scores under 3*) should be addressed prior to beginning leadership development work. Consider sharing research on the value of student leadership or the ability of leadership development to change leadership behaviors.

How motivated are students and teachers to engage with Social-Emotional Leadership development?

Average Student and Faculty Scores on Motivation Variables

Faculty Student



Reflection Questions

What are the implications of this information?

- How do you think motivation scores might affect students' Social-Emotional Leadership development?
- How could you address and improve motivation for students and/or faculty?

About the Center for Creative Leadership (CCL)



EXPERIENCE

We have five decades of experience in leadership education, and pioneered the field of leadership development. We continue to lead and innovate in the field with cutting-edge solutions that fit your needs.



EXPERTISE

With the largest, globally-managed network of coaches and faculty in the industry and teams of full-time, dedicated researchers, we're committed to creating the results that matter for you.



GLOBAL REACH

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2018 FINANCIAL TIMES

TOP10
WORLDWIDE

EXECUTIVE EDUCATION



Center for
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Leadership®

LEADERSHIP INDICATOR FOR STUDENTS

A University-Level Analysis of Students' Social-Emotional Leadership

California State University Maritime Academy - 15 (n = 57) - January 07, 2022



INTRODUCTION

Social-Emotional Leadership (SEL)

- ❖ *Social-Emotional Leadership* is CCL's® research-based framework that describes the dimensions and attributes that comprise effective student leadership.
- ❖ Students demonstrating SEL are in charge of themselves and their own actions (**Leading Self**), and can work well with others (**Leading with Others**) on projects that are important to them (**Changing Your World**).
- ❖ Students with higher levels of SEL are more engaged in school, feel a greater sense of belonging, and get better grades.

Social-Emotional Leadership Framework



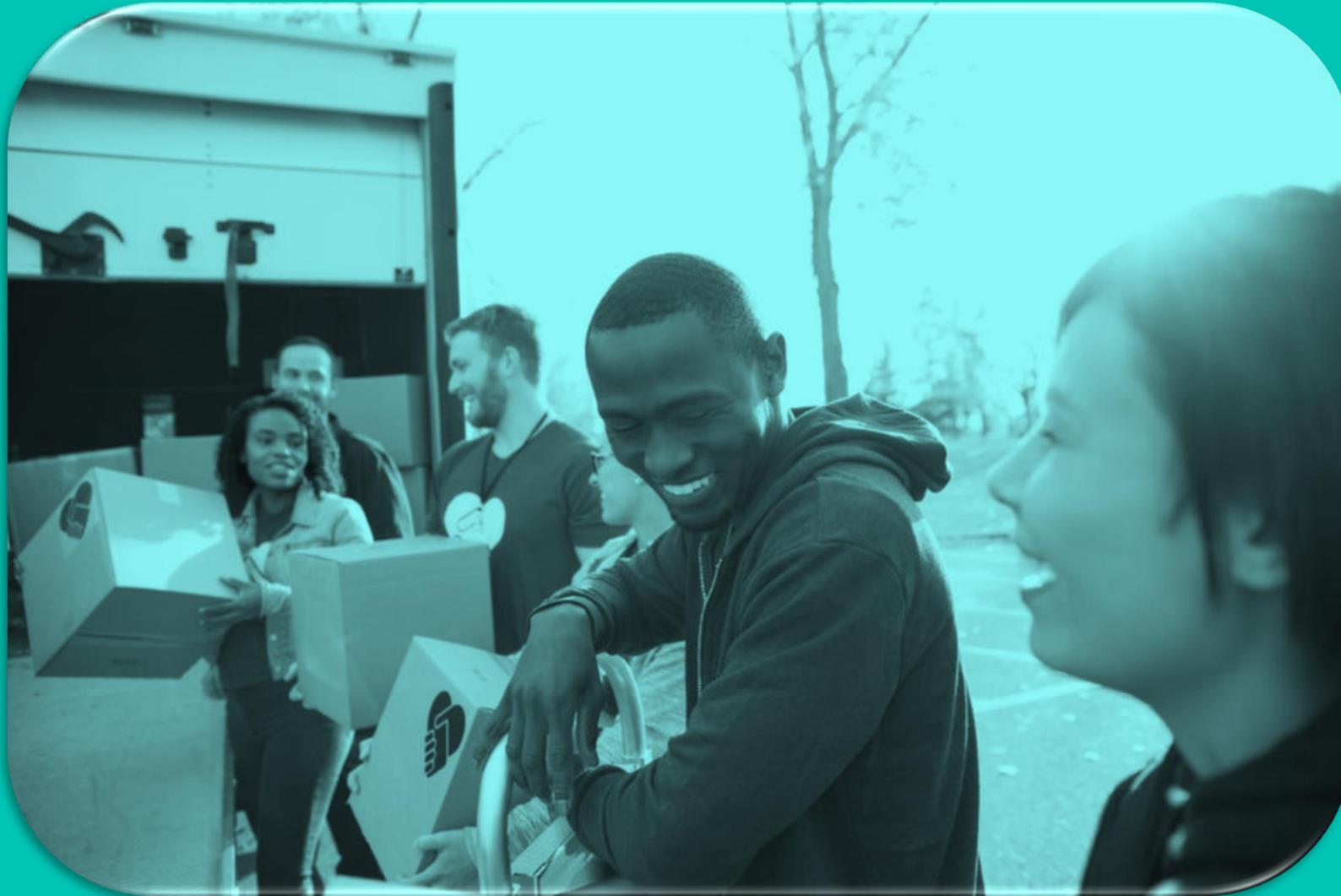
SEL Attributes

- ❖ Adults can actively encourage SEL development with students through developmentally appropriate experiences.
- ❖ **SEL attributes** refer to the key values, mindsets, and skills that will help students be more successful.

Dimensions	Attributes	Definitions
<i>Leading Self</i>	Self-Aware	Can describe what makes them who they are.
<i>Leading Self</i>	Accountable	Takes responsibility for their actions.
<i>Leading Self</i>	Resilient	Keeps trying if they fail at an important goal.
<i>Leading Self</i>	Integrity	Stands up for what they believe in.
<i>Leading with Others</i>	Collaborative	Cooperates with others effectively.
<i>Leading with Others</i>	Communicative	Expresses ideas clearly and effectively (including giving and receiving feedback).
<i>Leading with Others</i>	Active Listener	Listens carefully to what others have to say.
<i>Leading with Others</i>	Considerate	Thinks about how their actions make other people feel.
<i>Leading with Others</i>	Respectful	Treats other people the way they want to be treated.
<i>Leading with Others</i>	Accepting	Respects the views of others.
<i>Changing Your World</i>	Visionary	Inspires others to follow their vision.
<i>Changing Your World</i>	Motivating	Unites a group of people to work together towards a common goal.
<i>Changing Your World</i>	Encouraging	Encourages others to take on leadership roles.
<i>Changing Your World</i>	Confident	Steps up and take charge when it is needed.

You can use this report to help you answer the following questions:

- Which leadership dimensions are considered most important?
- Which leadership attributes are considered most important?
- In which leadership dimensions and attributes do students rate themselves as most competent?
- In which leadership dimensions and attributes do observers (students and faculty) rate students as most competent?
- How aligned are your students' social-emotional leadership competencies with the attributes considered to be most important?
- Where should you consider focusing student leadership development efforts?
- How motivated are students and teachers to engage with social-emotional leadership development?



SURVEY DATA

Respondents



n = 41

Students



**n = No
respondents**

Other Admins



n = 16

Faculty



**n = No
respondents**

Staff



**n = No
respondents**

Other Adults

Participant Demographics Overview

Demographic	Group	Faculty	Student
Gender	Man	13	23
	NA/Prefer not to respond	0	0
	Non-binary	0	0
	Prefer to self-describe	0	0
	Transgender	0	0
	Woman	1	8
	Aggregated	5	4
Race/Ethnicity	Asian/Asian-American	1	3
	Hispanic/Latinx	0	0
	Multiracial	1	9
	NA/Prefer not to respond	3	6
	Pacific Islander	0	0
	White/Caucasian	11	19
	Aggregated	4	2

Reflection Questions

- Looking across the demographic breakdowns, does this sample seem representative of the institution's population?
- Are any groups under- or over-represented?
- What other characteristics or identities of those in your institution might play a unique role in the leadership culture?
- What policies are needed to allow everyone to actively contribute to the leadership culture in a positive way?

*Note: Groups with fewer than 3 responses are combined in the Aggregate group

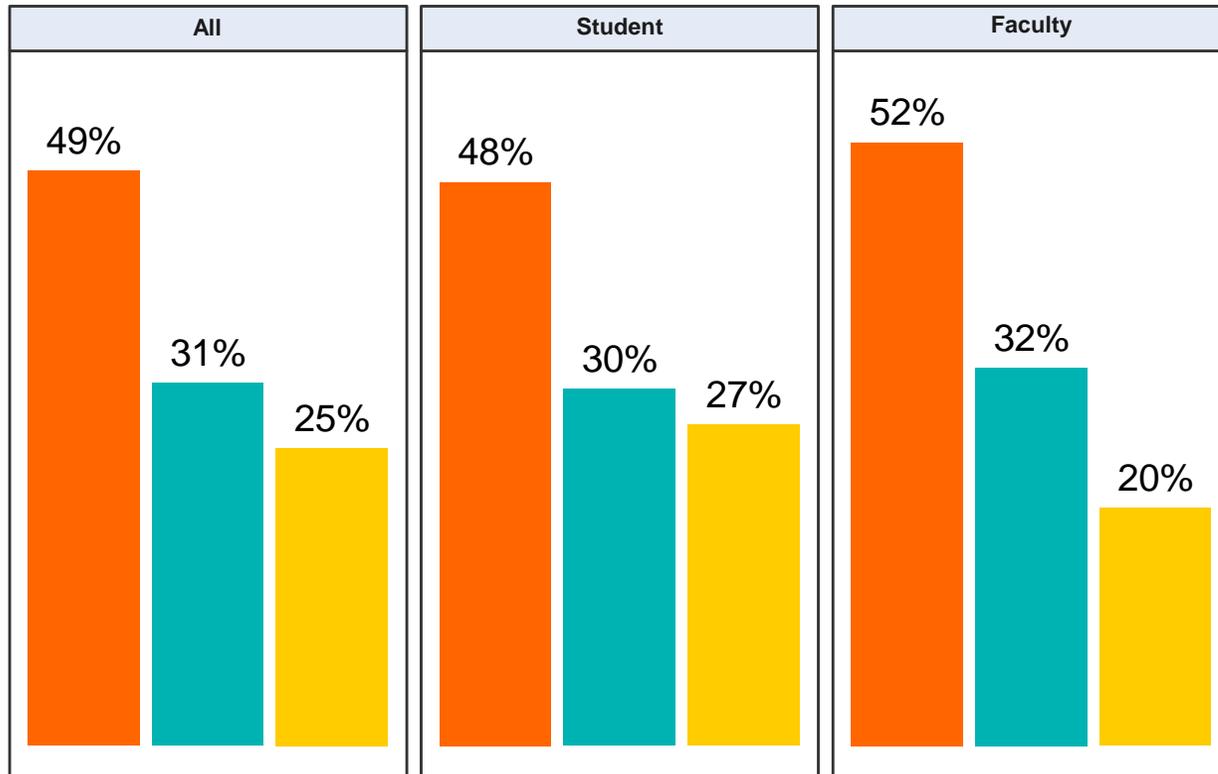
SEL Dimensions & Attributes – Importance and Competency Ratings

- **Importance Ratings:**
 - Participants were asked to select up to five values, mindsets, or skills (attributes) that they believe are most important for student leaders.
 - Attributes were aggregated to the dimension level to understand which dimensions are perceived as most important for student leadership.
- **Competency Ratings:**
 - Students rated themselves on each SEL attribute from 1 (does not describe me at all) to 5 (describes me all the time).
 - Students rated their peers on the SEL attributes from 1 (this describes almost none of my classmates) to 5 (this describes almost all of my classmates).
 - Faculty rated their students on the SEL attributes from 1 (this describes almost none of my students) to 5 (this describes almost all of my students).
 - The attributes were aggregated to calculate student competency scores for each SEL dimension.

Which leadership dimensions are considered most important?

Percent of Respondents Who Rated Each Social-Emotional Leadership Dimension As 'Most Important'

Leading Self Leading with Others Changing Your World



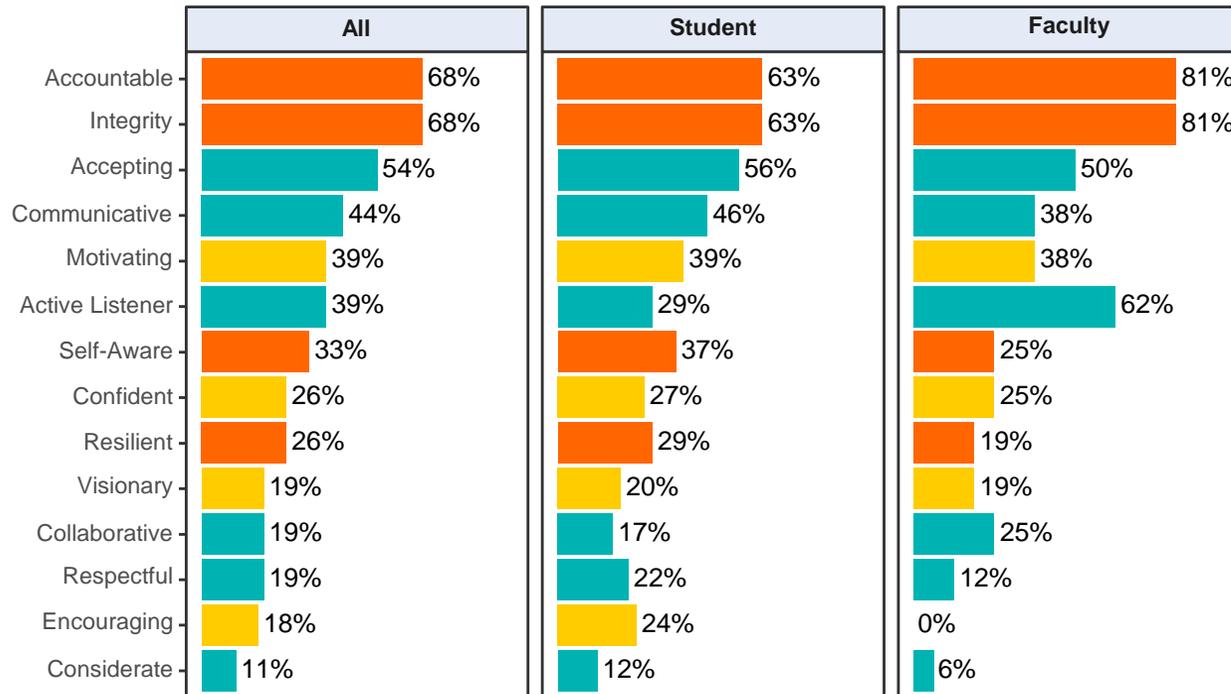
Reflection Questions

- How well do the most important leadership attributes align with your mission, culture, and values?
- What might be driving student, faculty, and staff beliefs about the importance of these attributes?
- What are the differences in the most important attributes between role groups? What do you think might be driving these differences?
- How could your school climate be different if all of the role groups were aligned around the most important leadership attributes?

Which leadership attributes are considered most important?

Percent of Respondents Who Selected Each Attribute As One of the 'Top 5 Most Important Attributes for Student Leadership' by Role

Leading Self Leading with Others Changing Your World



The All category is an aggregation of all respondents

Reflection Questions

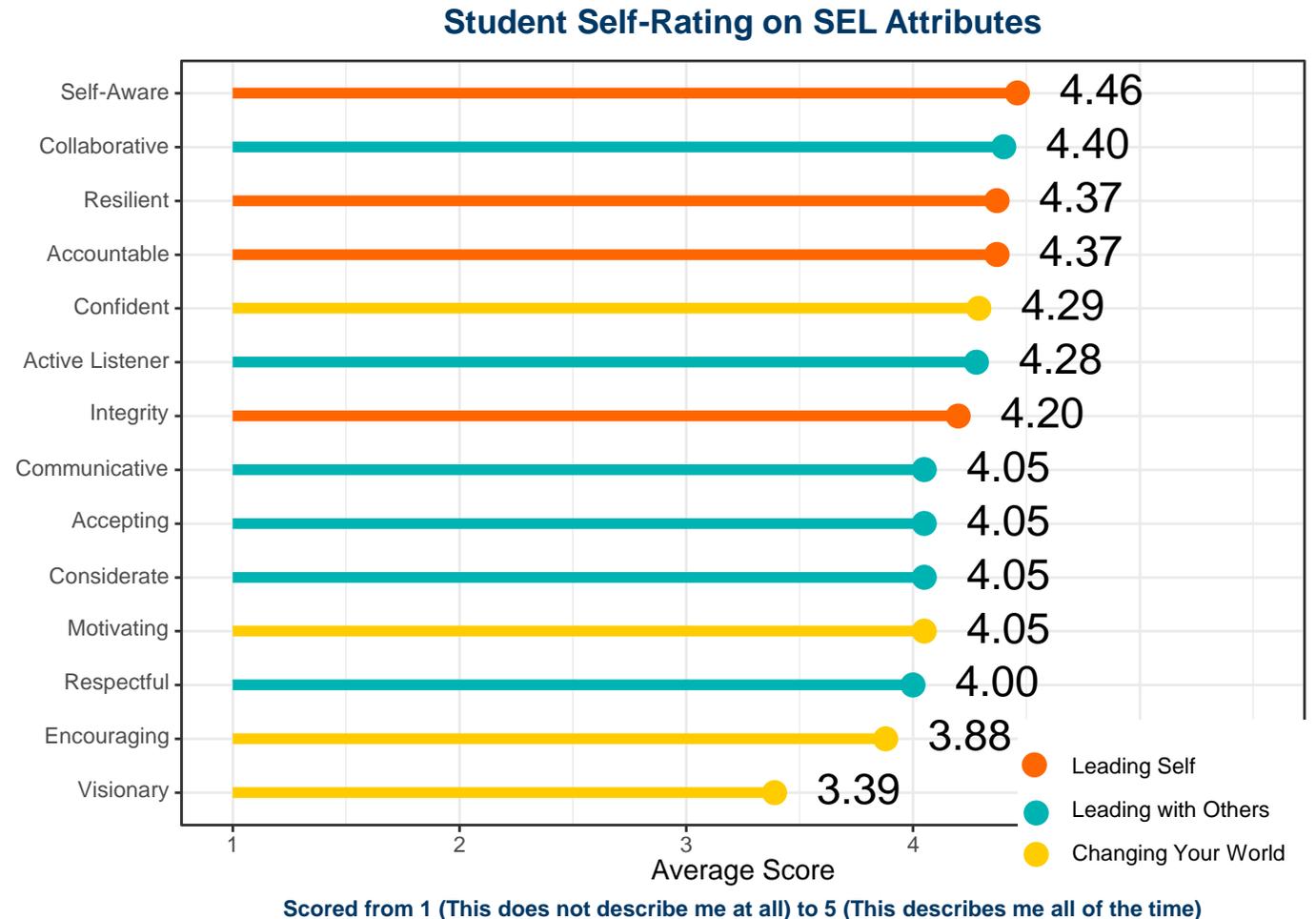
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In which leadership dimensions and attributes do students rate themselves as most competent?

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4.35**

**Leading With Others =
4.14**

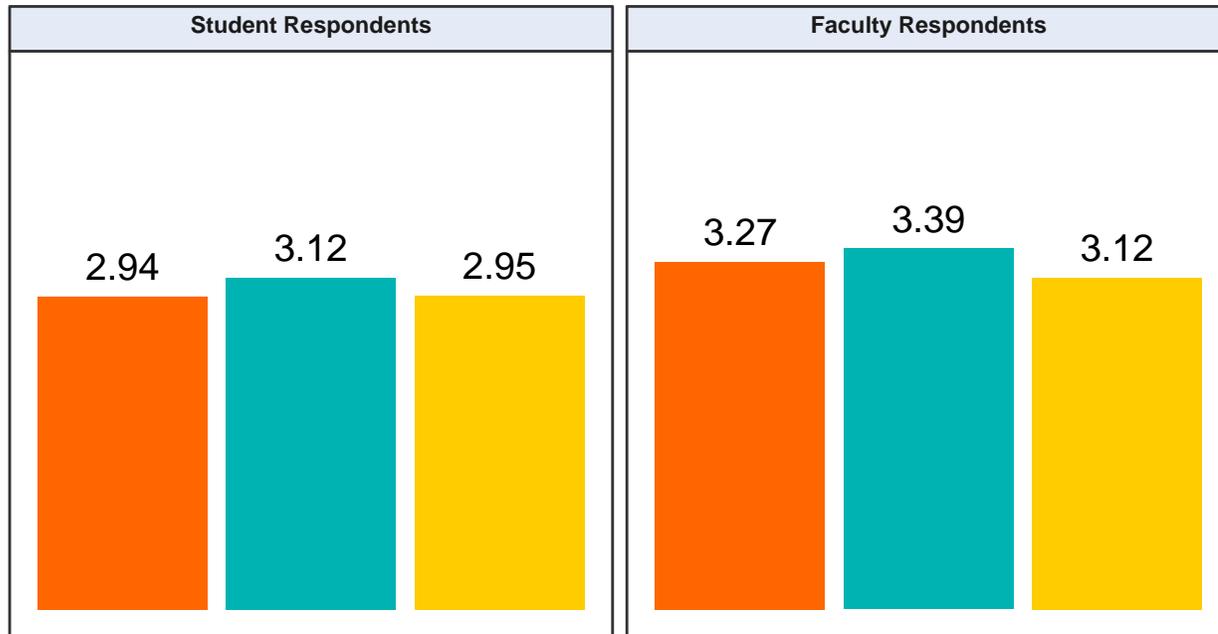
**Changing Your World =
3.9**



In which leadership dimensions do observers (students and faculty) rate students as most competent?

Perceptions of Students' Competency in the SEL Dimensions

dimension ■ Leading Self ■ Leading with Others ■ Changing Your World



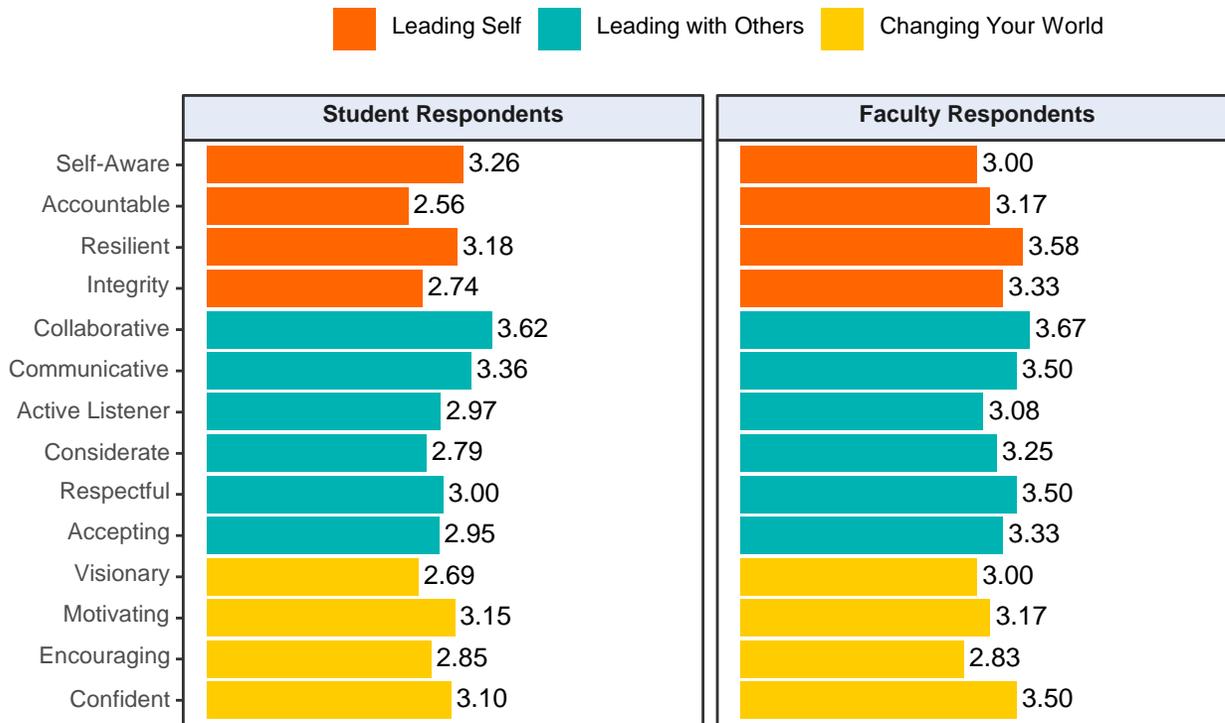
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Reflection Questions

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- In which leadership dimensions are students seen as *least* competent in by each rater group?
- What are the similarities and differences between how each rater group views student competencies in each social-emotional leadership dimension?
- What would culture look like if students were highly competent in each leadership dimension?

In which leadership attributes do observers (students and faculty) rate students as most competent?

Perceptions of Students' Competency in the SEL Attributes



Amount of students demonstrating SEL

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Reflection Questions

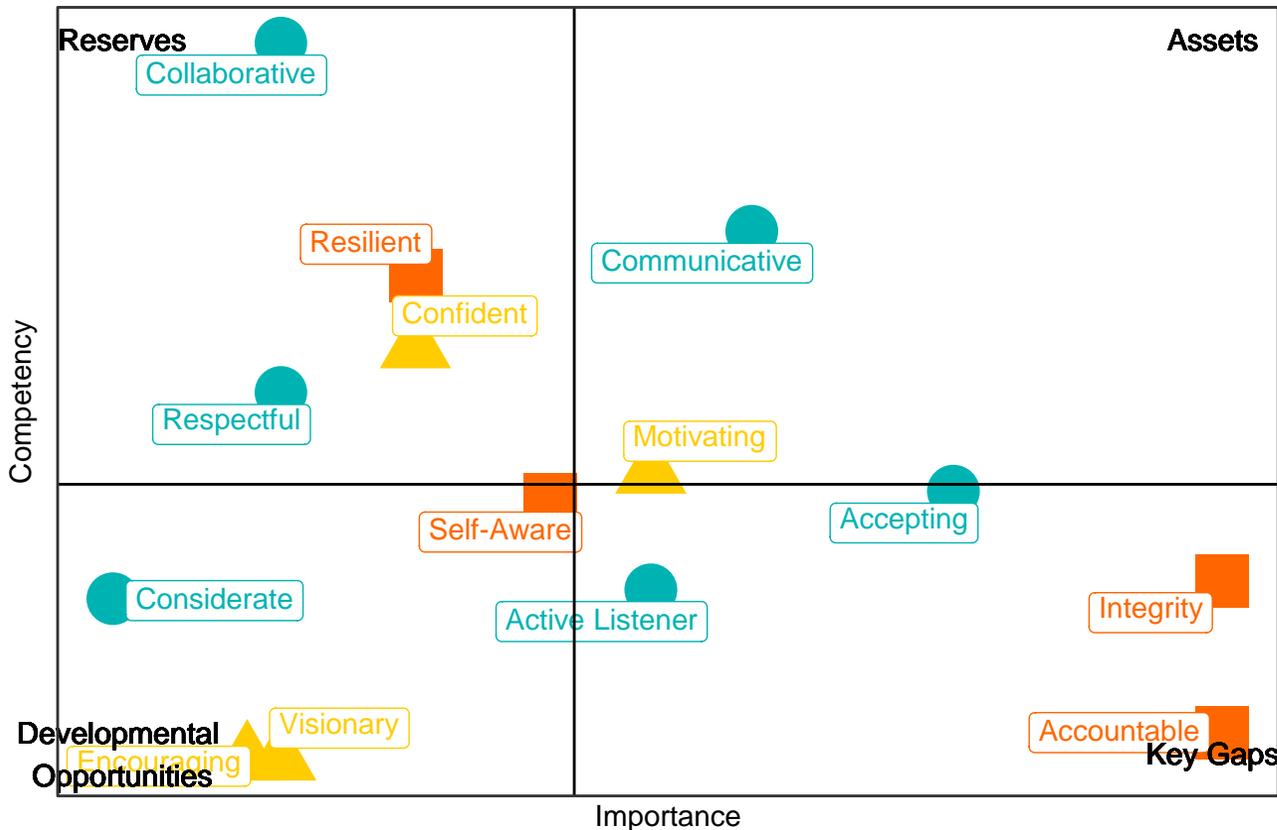
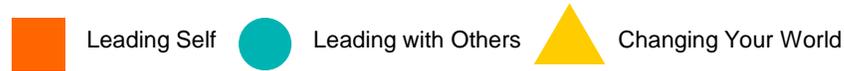
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- Are there differences between how students rate themselves (Slide 11) and how observers rate students? Why do you think these differences exist?
- For each attribute with a lower rating, describe specific behaviors that would indicate competency in this attribute.

Leadership Gap Profile

- A **gap analysis** helps visualize the relationship between rated student competency and importance of the SEL attributes in terms of quadrants.
 - The **Reserves** quadrant includes attributes that are considered to be student strengths, but are considered less important for student leadership.
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 - The **Developmental Opportunities** quadrant includes attributes that are considered to be areas of needed growth, but are considered less important for student leadership.
 - The **Key Gaps** quadrant includes attributes that are considered to be areas of needed growth, and are also considered more important for student leadership.
- The lines dividing each quadrant represent the mean scores for Competency (horizontal line) and Importance (vertical line).

How aligned are your students' Social-Emotional Leadership competencies with the attributes considered to be most important?

Leadership Gap Profile



Reflection Questions

- What can we learn by looking at this Leadership Gap Profile? Where do the majority of the leadership attributes fall on the graph?
- What strategies – both short term and long term – can be employed to improve student competency in the attributes or dimensions represented in the *Key Gaps* and *Developmental Opportunities* quadrants?
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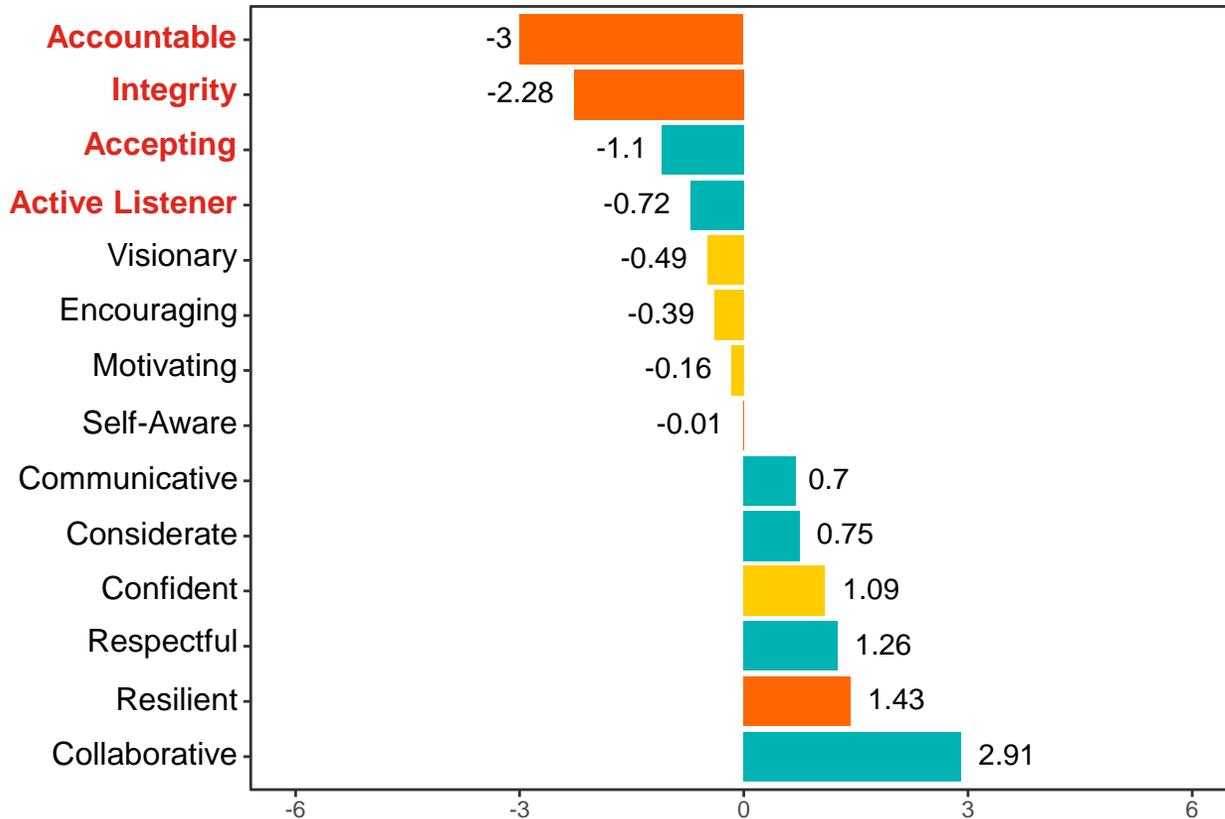
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Where should your school consider focusing its student leadership development efforts?

Student Leadership Attention Index

Leading Self Leading with Others Changing Your World



Reflection Questions

For the following questions, look at the colors of each bar graph. These colors represent the three student leadership dimensions.

- Which SEL dimension merits the most focus (i.e., has the most representation at the top of the graph)?
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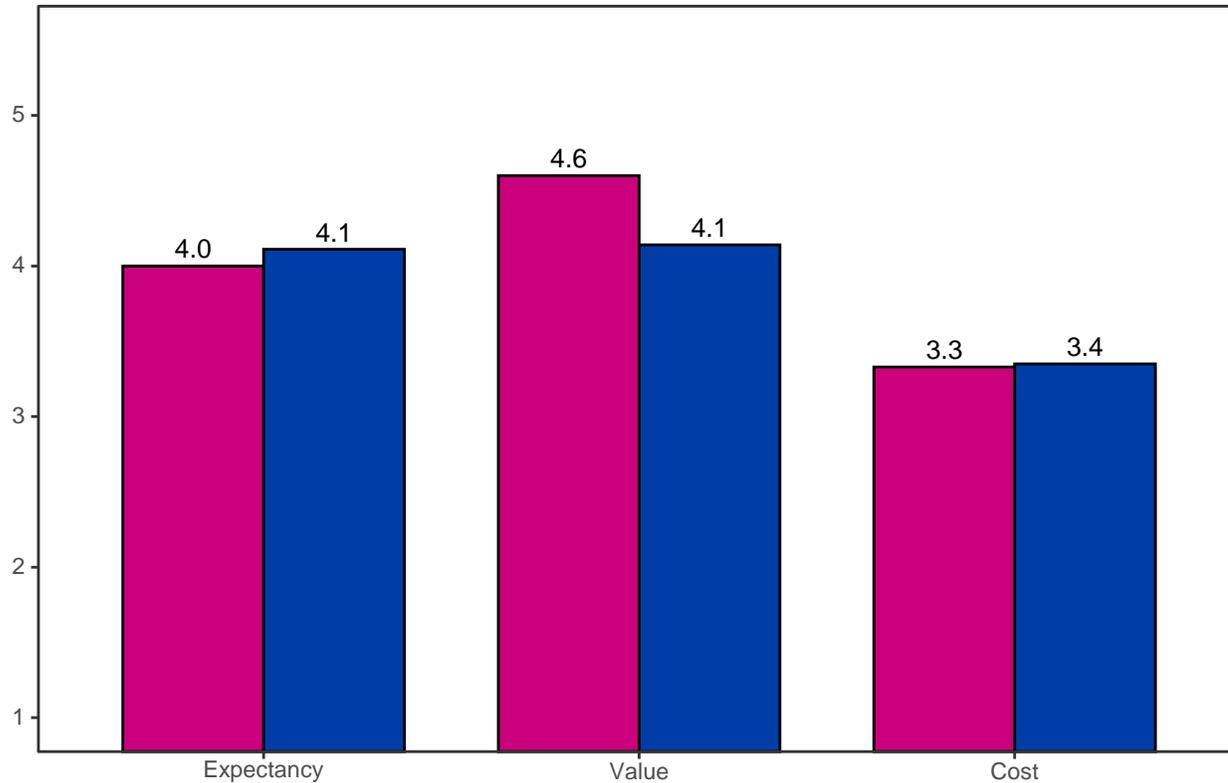
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Social-Emotional Leadership Framework



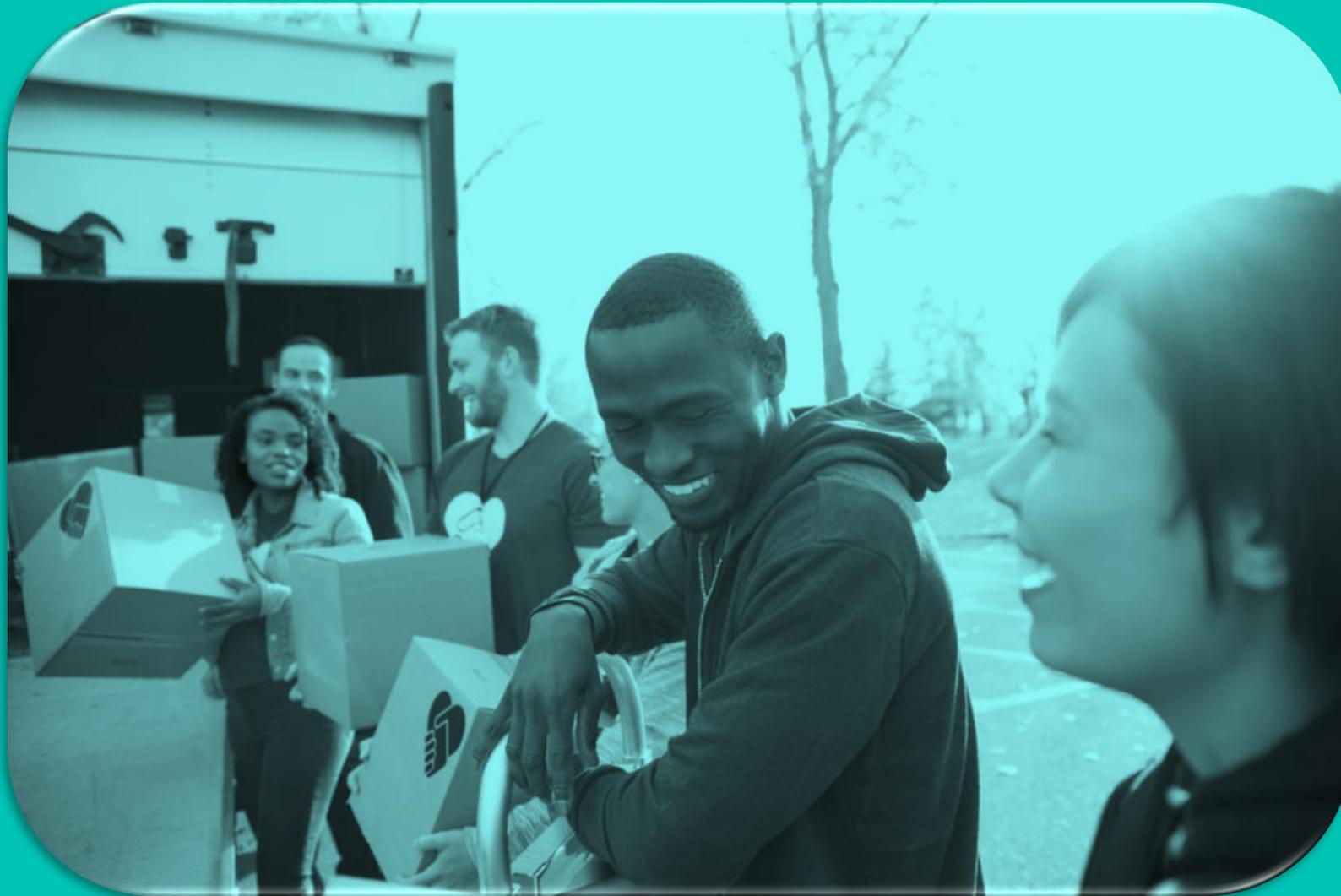
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- Where should you consider focusing student leadership development efforts?
- How motivated are students and teachers to engage with social-emotional leadership development?



SURVEY DATA

Respondents



n = 74

Students



n = No
respondents

Other Admins



n = 12

Faculty



n = No
respondents

Staff



n = 1

Other Adults

Participant Demographics Overview

Demographic	Group	Faculty	Other	Student
Gender	Man	8	0	39
	NA/Prefer not to respond	0	0	0
	Woman	2	0	19
	Aggregated	2		1
Race/Ethnicity	Asian/Asian-American	0	0	0
	Hispanic/Latinx	0	0	3
	Multiracial	1	0	18
	NA/Prefer not to respond	3	0	17
	Prefer to self-describe	0	0	0
	White/Caucasian	8	0	32
	Aggregated	4		2

Reflection Questions

- Looking across the demographic breakdowns, does this sample seem representative of the institution's population?
- Are any groups under- or over-represented?
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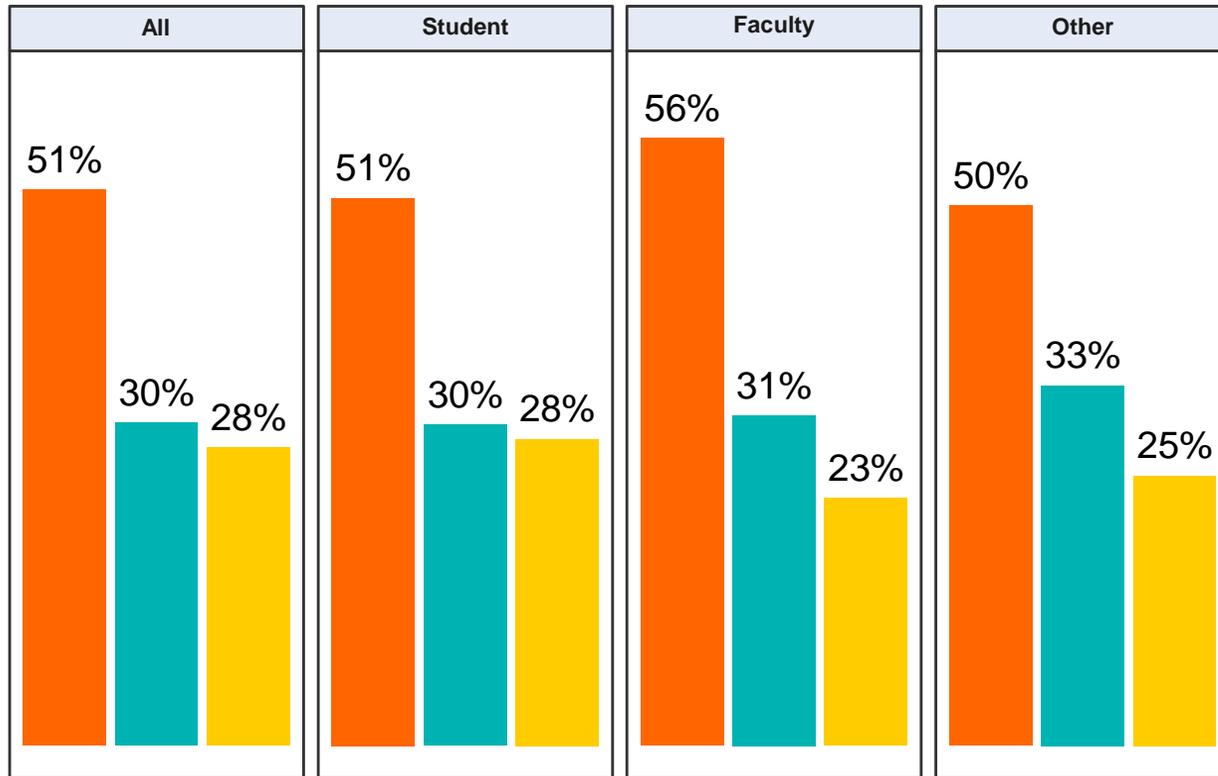
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Which leadership dimensions are considered most important?

Percent of Respondents Who Rated Each Social-Emotional Leadership Dimension As 'Most Important'

Leading Self Leading with Others Changing Your World



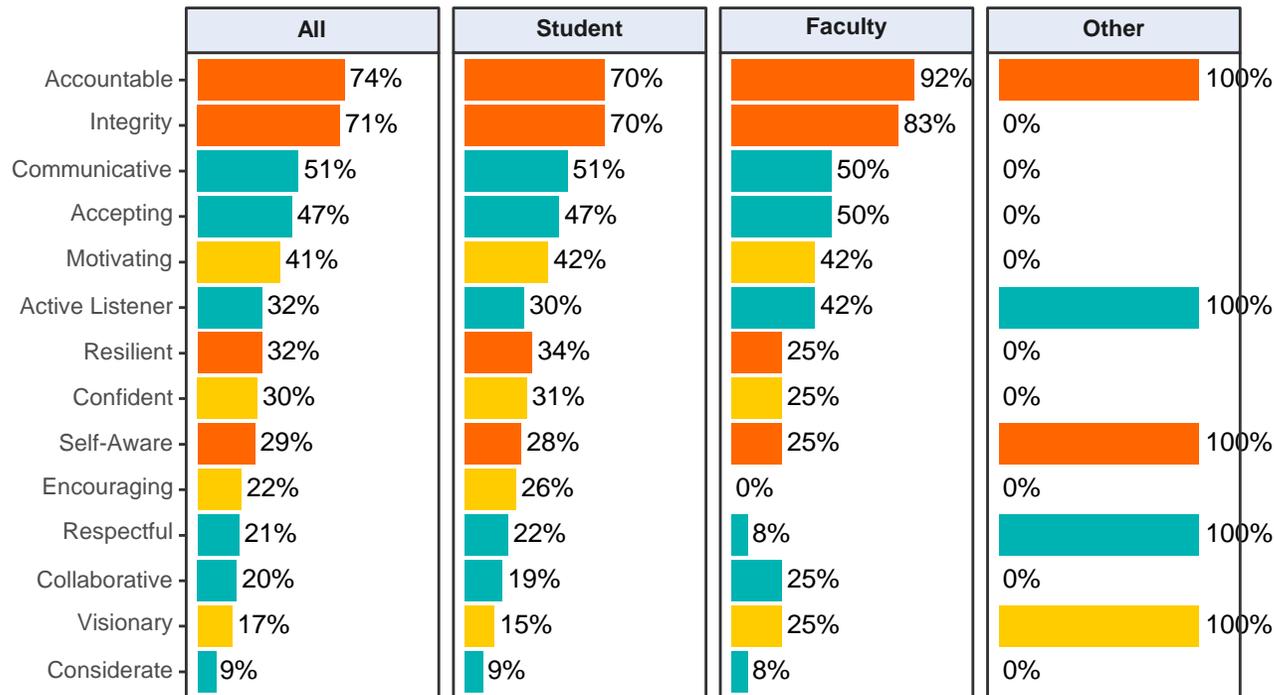
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The All category is an aggregation of all respondents

Reflection Questions

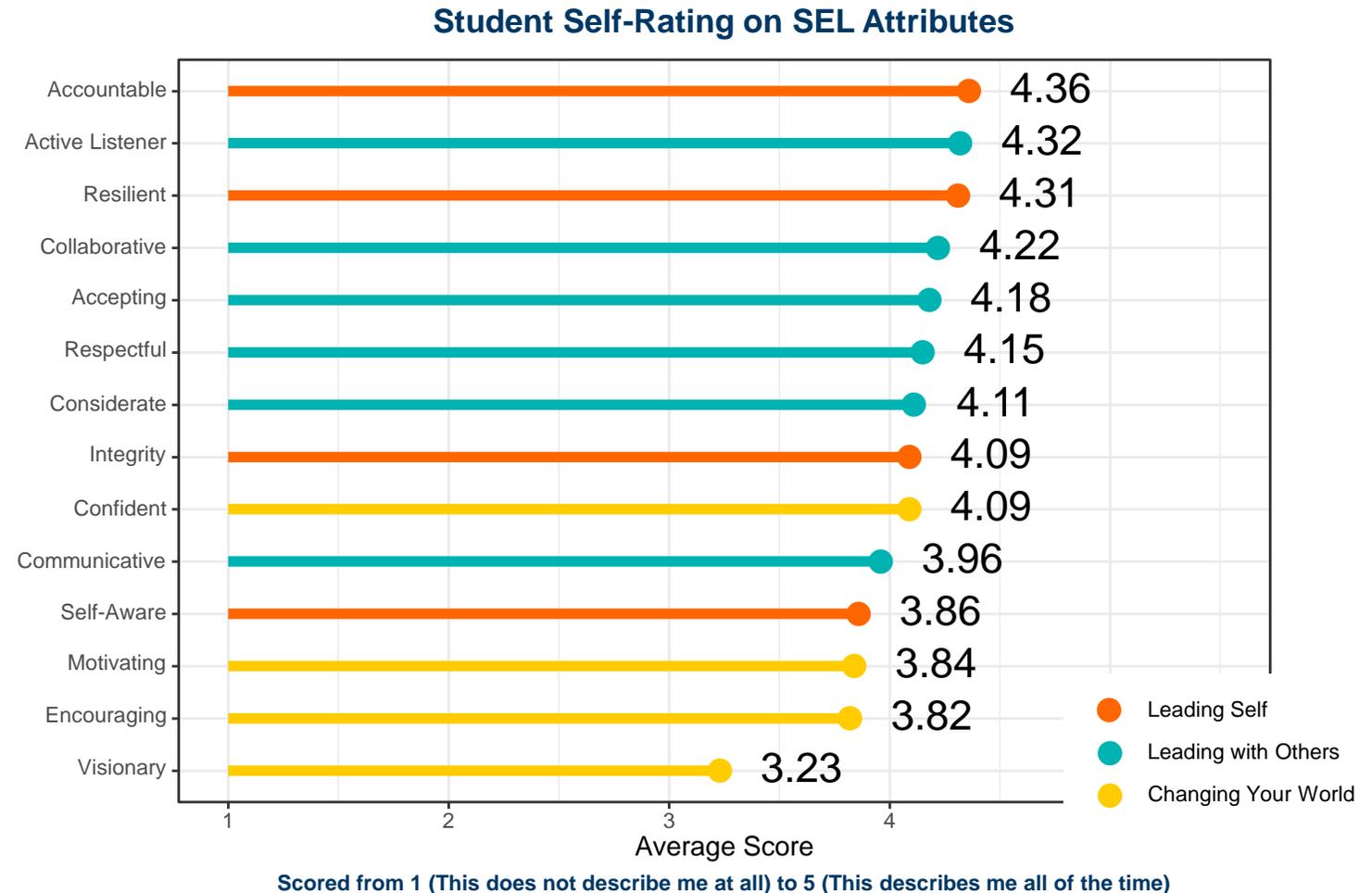
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In which leadership dimensions and attributes do students rate themselves as most competent?

Leading Self =
4.16

Leading With Others =
4.16

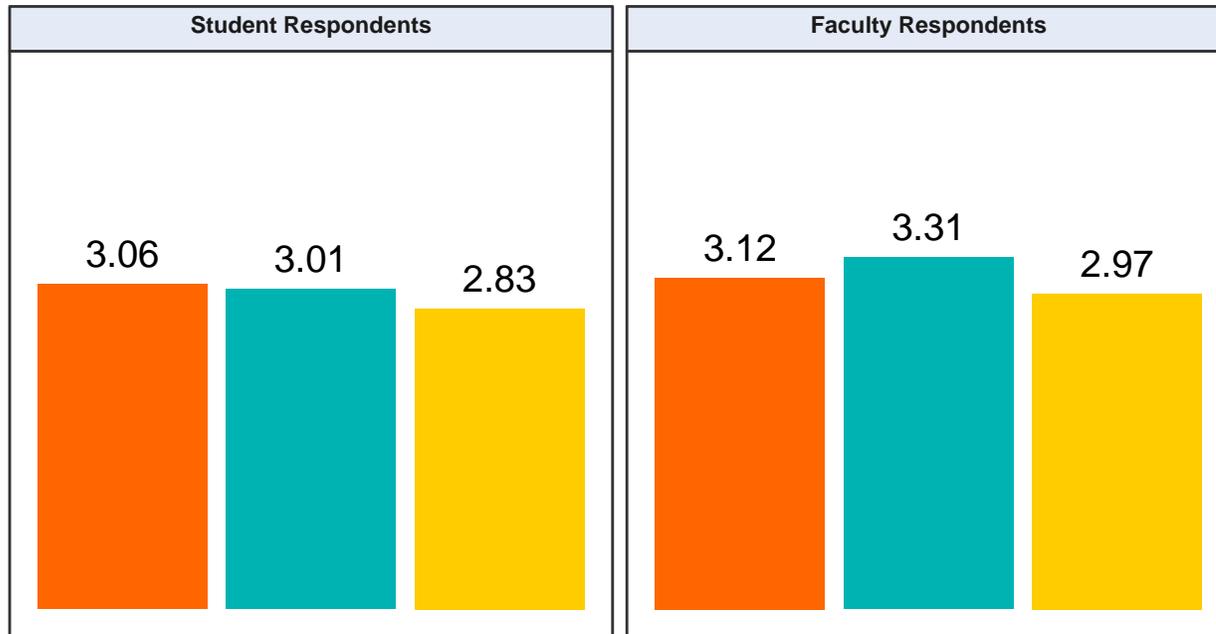
Changing Your World =
3.75



In which leadership dimensions do observers (students and faculty) rate students as most competent?

Perceptions of Students' Competency in the SEL Dimensions

dimension ■ Leading Self ■ Leading with Others ■ Changing Your World



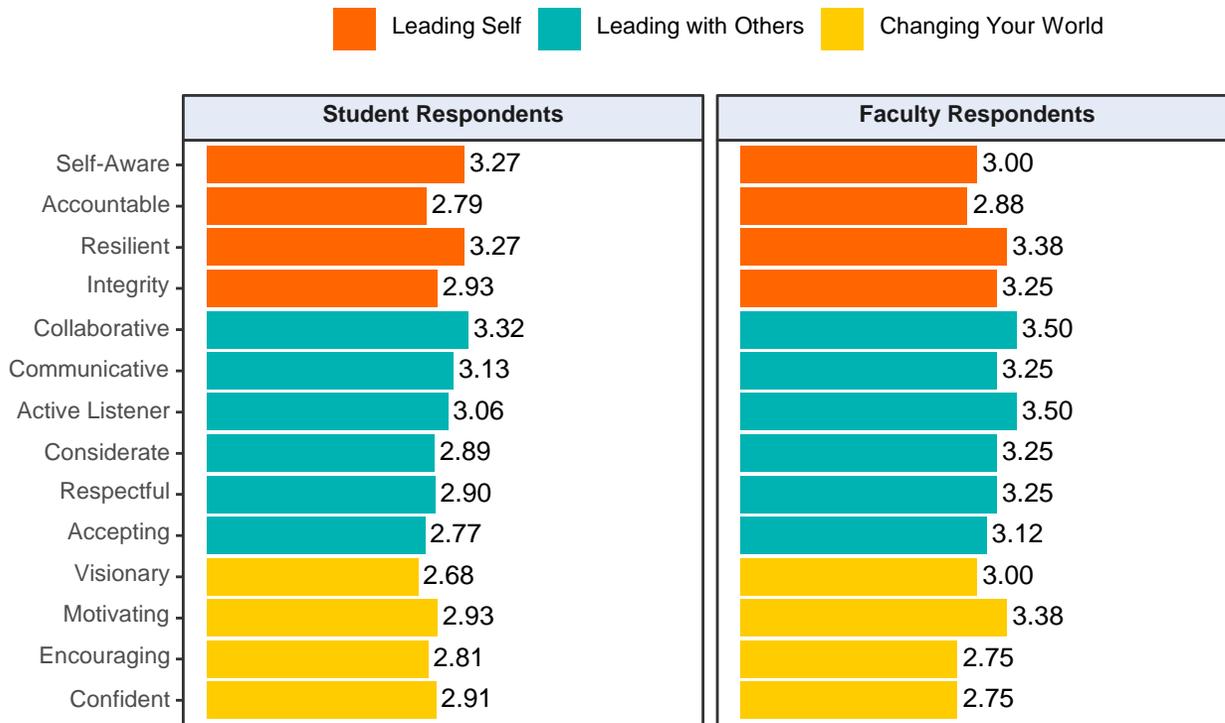
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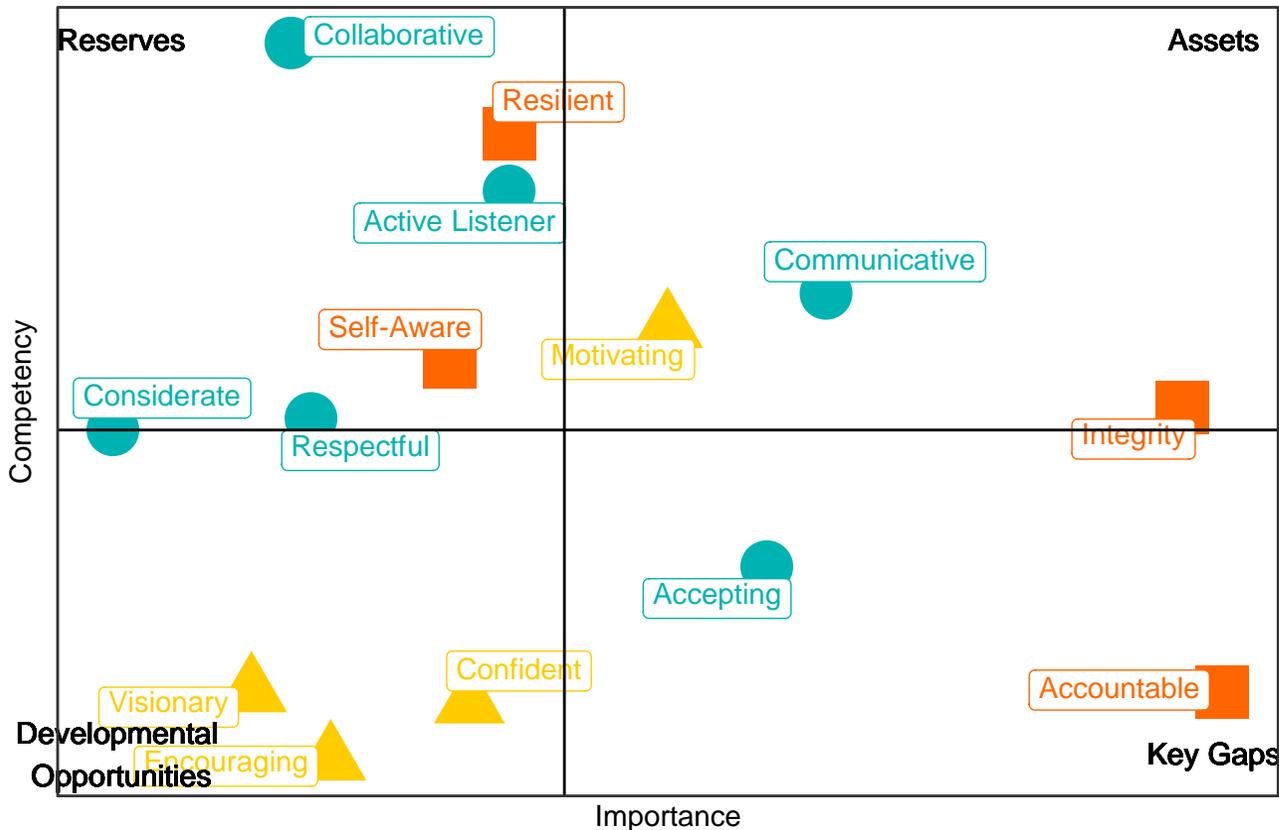
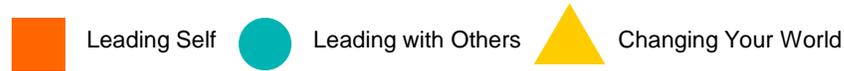
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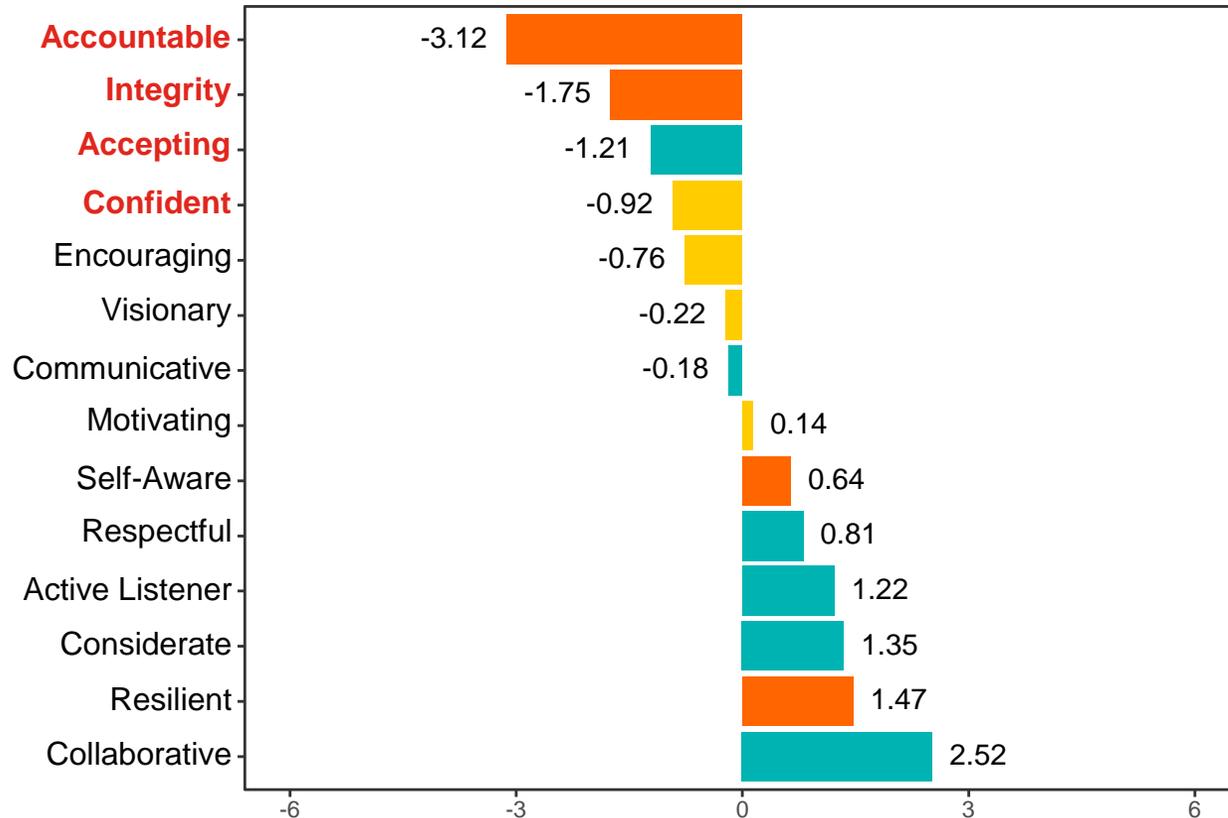
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Where should your school consider focusing its student leadership development efforts?

Student Leadership Attention Index

Leading Self Leading with Others Changing Your World



Reflection Questions

For the following questions, look at the colors of each bar graph. These colors represent the three student leadership dimensions.

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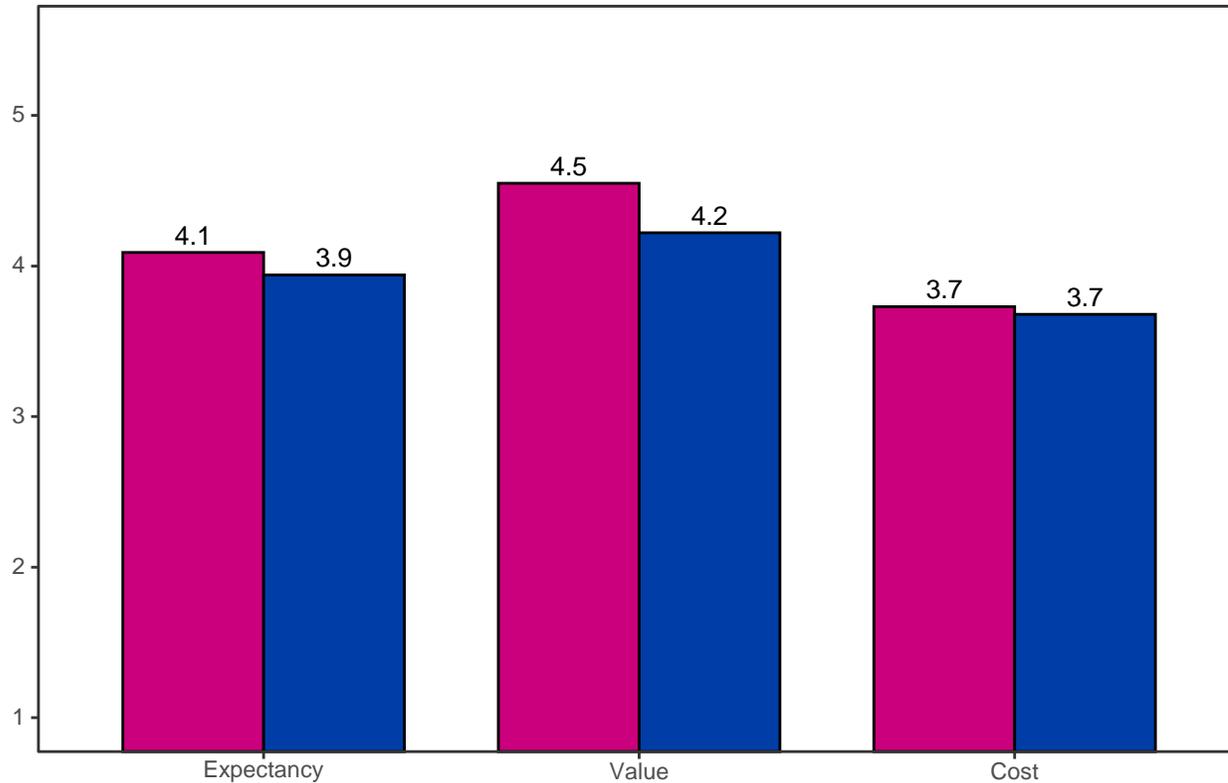
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Leadership Indicator for Students

Individual Summary Report

Cadet Name



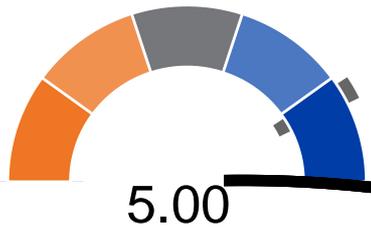
Center for
Creative
Leadership®



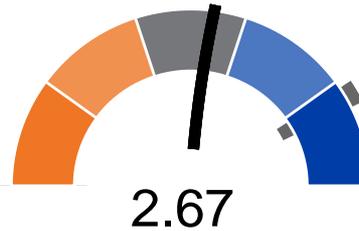
CAL MARITIME

Overview

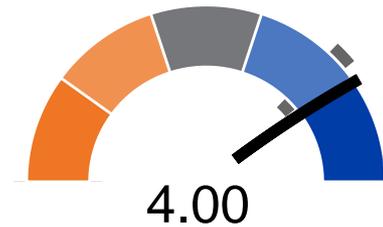
Your Leadership Indicator Summary



Overall, you rated yourself a 5.00, this places you in the Upper portion of cadets who took the survey.



Overall, you rated yourself a 2.67, this places you in the Bottom portion of cadets who took the survey.



Overall, you rated yourself a 4.00, this places you in the Middle portion of cadets who took the survey.

Identifying Your Strengths

The attributes you rated highest comprise your top strengths.

Areas of Strength

- Accepting
- Accountable
- Active Listener

Finding Your Focus

The attributes you rated lowest comprise your areas of developmental focus.

Areas for Development

- Respectful
- Self-Aware
- Visionary

The graphs above represent the three overall dimensions of Student Leadership. The black needle indicates your individual average score relative to other cadets. The gray slider represents the average of all cadets who took this survey. Blue regions indicate higher scores on the scale and orange represents lower.

Details

Importance and Attribute Breakdown

Attributes		Importance		Rating		Analysis
Dimension	Attribute	All	Self	All	Self	Gap
Leading with Others	Accepting	51		4.16	2	
Leading Self	Accountable	75	1	4.39	5	
Leading with Others	Active Listener	32		4.32	2	
Leading with Others	Collaborative	20		4.25	5	
Leading with Others	Communicative	55	1	4.01	3	
Changing Your World	Confident	33		4.17	5	
Leading with Others	Considerate	10		4.12	1	
Changing Your World	Encouraging	28		3.87	3	
Leading Self	Integrity	75	1	4.10	5	
Changing Your World	Motivating	45		3.87	5	
Leading Self	Resilient	36	1	4.35	5	
Leading with Others	Respectful	23		4.14	3	
Leading Self	Self-Aware	30	1	3.84	5	
Changing Your World	Visionary	16		3.29	3	

Column definitions: Importance (All) represents the percentage of participants who selected the attribute as most important for a student leader. The Importance (Self) indicates the attributes you selected. Ratings (All) represents the average rating of participants who participated in the assessment at the same time as you, whereas Ratings (Self) are the ratings you selecting for yourself. The Gap Analysis categorizes the degree of difference between your scores and the group average. The average difference between all individuals and the group's average determines the categorization

 Much lower than others
  Lower than others
  Similar to others
  Higher than others
  Much higher than others

Reflections



Do you agree with your top three attributes identified by the report? If so, how do these show up in your daily behaviors? If not, which are your top attributes and why?

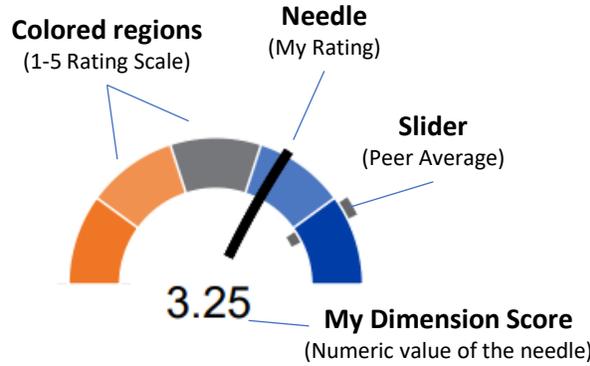
Do you agree with the three attributes identified as most in need of development? If so, what is one way you will address each of the three areas? If not, where do you think you most need to develop and why?

Now that you've reviewed your report, does the profile match your view of yourself as a leader? How does the data in the report as a whole help you pursue the leadership goals you hope to achieve?

This guide is designed to accompany the Leadership Indicator for Students individual report. It provides brief descriptions of the data included in the report, as well as interpretation examples and helpful considerations.

Page 2: Dimension Scores

The gauge graphs display your self-rating compared to the group average for three dimensions.



Interpretation Example:

“My self-rating (the black needle) is a 3.25. The graph shows that my self-rating on this dimension is almost a full point lower than my peers’ average self-ratings (the slider). Overall, our self-ratings are on the upper half of the rating scales (blue colored regions).

Page 3: Individual Attribute Summaries

This table indexes your self-ratings with your peers’ self-ratings for each of the leadership attributes. The final column analyzes the differences between your self-ratings and your peers’ self-ratings.

Attributes		Importance		Rating		Analysis
Dimension	Attribute	All	Self	All	Self	Gap
Leading with Others	Accepting	51	1	4.16	3	
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■ Much lower than others
 ■ Lower than others
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Interpretation Example:

“Accountable is an attribute that is a part of the *Leading Self* dimension. Overall, 75% of my peers thought it was important for their success as a leader. I also said it was important. My peers’ average self-rating was a 4.39, I rated myself as a 4. The orange Gap indicates that my self-rating is much lower than my peers’ self-ratings.

All my scores seem to be lower, does this mean I’m bad at leadership?

No, the report simply shows you how you rated yourself compared to how others rate themselves. If you receive a report that places you in the lower or bottom portion of cadets or places you lower than others on the leadership attributes, do not panic. It may mean that you are a more critical self-evaluator. Being able to accurately self-assess your strengths and opportunities for growth is an important (and difficult) skill to develop. Consider these questions as you reflect on your self-rating. If you’re still concerned, consult with a trusted friend, instructor, mentor, or peer coach to get their perspective on your ratings.

- Did you rate yourself low because you don’t frequently engage in these behaviors?
- Did you rate yourself low because you don’t think you’re good at them?
- Do you tend to avoid extreme ratings on scales (e.g., I rarely rate myself a 5 ever because I think there’s always room to grow)?

All my scores seem to very high, does this mean I don’t need to work on these skills anymore?

Probably not. Remember, these are self-ratings and you may have overestimated your true skill level. Consider a leader you admire or respect and think about how your skill level compares to them. If they are a 5 on the scale, you may score lower than a 5, which is fine because you will be working on these skills for the rest of your life. As you think about your results, consider the following questions:

- Have you really considered what it means to use this attribute with a high level of skill? How does a leader with decades of experience embody this attribute and how do I compare?
- Would others rate you highly on the attribute or might they rate you differently?
- Am I giving myself the ratings that I want to have or do my ratings accurately reflect my current skill levels?