CAMPUS-WIDE LEADERSHIP TASK FORCE
GEORGE MASON UNIVERSITY
2006-07

Final Report
28 August 2007

Most men and women go through their lives using no more than a fraction – usually a rather small fraction – of the potentialities within them. The reservoir of unused human talent and energy is vast, and learning to tap that reservoir more effectively is one of the exciting tasks ahead for humankind. Among the untapped capabilities are leadership gifts. John W. Gardner (1990). *On Leadership*, p. xv.

I. Introduction

The George Mason University campus is well positioned to create and sustain a wide range of leadership and leadership development opportunities for students, faculty, staff, and alumni. University settings provide ideal learning opportunities for individuals to study and practice leadership. It is a great benefit for Mason to intentionally prepare its major stakeholders to assume leadership responsibilities. The George Mason campus is uniquely positioned geographically to offer uncommon leadership experiences for its students, faculty, and staff. Currently, there are various leadership initiatives across the campus in both University Life and Academic Affairs. A campus-wide effort is essential as we work to meet John W. Gardner's challenge of tapping into the vast amount of leadership and potential on Mason's campus.

The charge of the University-Wide Task Force on Leadership was to review current leadership initiatives on campus and explore new leadership development and education initiatives (Appendix A). Members of the task force included student, faculty, and staff representatives (Appendix B). The Task Force was encouraged to seek whatever means needed to gain an in-depth perspective on the state of leadership education on campus. Our report provides observations about the various leadership initiatives and programs that should continue to be supported and recommendations for current and future program development.

The Task Force:
- identified and reviewed existing leadership initiatives and programs campus-wide and identified the populations served by those activities;
- researched leadership initiatives and programs at other institutions (co-curricular and curricular);
- reviewed common readings and reports on leadership in higher education (Appendix C);
- assessed the University's current leadership culture for commonalities, uniqueness, pedagogies, and other approaches for the study and practice of leadership;

- recommended future directions to the Provost and Vice President for University Life for program development, program collaborations, and new initiatives that would provide numerous opportunities for students, faculty, staff, and alumni to learn about leadership and to develop their leadership capabilities.

The work of the task force confirmed that the University community has a strong foundation of leadership expertise in our faculty and staff in both Academic Affairs and University Life units through an analysis of a campus audit of leadership programs, courses, and initiatives (Appendix D). The campus audit of leadership development programs outlines the range of existing University leadership offerings inside and outside of the classroom. For example, there are several academic courses at the undergraduate and graduate levels in departments and units such as New Century College, the School of Management, ROTC, Psychology, Nursing, Conflict Analysis and Resolution, the Graduate School of Education, and Public and International Affairs. Co-curricular offerings include numerous leadership development initiatives and peer education programs sponsored by units in University Life including the Freshman Center, Orientation and Family Programs, the Leadership Education and Development Office, and the Center for Leadership and Community Engagement. Various centers and offices offer leadership training and development activities for special populations.

The results of the campus audit also indicated areas where the University was lacking opportunities for various campus constituencies to further their own knowledge about leadership. For example, the University does not offer leadership programs designed to formally prepare faculty and staff for leadership responsibilities and positions. Opportunities to expand leadership offerings are included in task force recommendations. It is clear that there is growing interest in leadership education, development, and scholarship on Mason's campus. However, our concern is that these initiatives are offered episodically and frequently in isolation from other units sponsoring similar programs. A more comprehensive, coordinated strategy, which includes experiential learning as well as the development of scholarly initiatives, would result in higher program impact and greater participation from students, faculty, staff, and alumni at all levels of the University. The members of the task force believe this is an opportune time to strategically infuse leadership education, development, and research through a wide range of programs, departments, and colleges across the campus. A shared or common set of leadership assumptions, values, and competencies would assist in making a stronger connection between the University's mission and existing and emerging leadership initiatives.

II. Integration of Leadership Assumptions, Values, & Competencies

Because leadership is discussed from many different perspectives today, the definition and concepts of leadership have become diffused. Several reports on leadership in higher education point to the growing need of formally preparing faculty, students, and staff to facilitate positive social change and to become effective change agents. In *Leadership Reconsidered* (2000), the authors comment, "If the next generation

of citizen leaders is to be engaged and committed to leading for the common good, then the institutions which nurture them must be engaged in the work of the society and the community, modeling effective leadership and problem solving skills, demonstrating how to accomplish change for the common good (p. 2). Understanding our assumptions about leadership, articulating our leadership values, and identifying specific competencies for leadership will strengthen the University's efforts in preparing individuals at all levels of the institution for leadership responsibilities in a diverse and democratic society. We propose that these assumptions, values, and core competencies be adopted widely by the University community.

*A. Leadership Assumptions

1. <u>Leadership is contextual and is influenced by culture</u>.
The nature of leadership depends to a great extent on the situation. Therefore, leadership can take different forms in different places and at different times. Cultural influences on leadership range from personal experiences with family, committees, or peer groups to broader influences such as nation of origin and religion. There is variation in the concept of leadership across world cultures resulting in a wide range of beliefs about what constitutes leaders and leadership.

2. <u>Leadership competencies can be learned and developed</u>**.**
Although some individuals may appear to be born leaders, we each can learn and develop leadership skills. We may express leadership differently, yet every person in the university community is capable of leadership development.

3. <u>Leadership development is a lifelong process</u>.
Continuous learning and improvement are essential to the development of leadership knowledge and skills. Leadership development is a process, not merely a focus on products, tasks, or the current desired outcomes. Through various experiences in leadership, feedback from others, and self-reflection, we continue to fine-tune our conceptual and experiential understanding of leadership throughout our lifetime.

4. <u>Leadership does not require a formal position</u>**.**
Leadership is not a specific title, position, or role. Leadership can be practical and embodied in many ways within the lives of individuals and at the university.

5. <u>Leadership is inclusive</u>.
Effective leaders cultivate the participation and learning among all constituents. The aim of inclusive leadership at Mason is to encourage, expect, and expand the emergence of leadership thinking and practice across all contexts of the university.

6. <u>Leadership is ethical</u>.
Leadership includes ethical action, both in the process and outcomes. The consistent demonstration of honest and ethical decision making and behavior by leaders form the foundation of trust and credibility on which relationships are built and maintained.

*These leadership assumptions were adapted from Komives, S.R., Lucas, N., & McMahon, T.R. in *Exploring Leadership* (2007).

B. Core Leadership Values
Values are the guiding principles in our lives. Leadership occurs within the context of core values. Leaders guide and facilitate others to make a positive difference in their own lives and to contribute to a larger good. Values inform the application of leadership qualities as the competencies of leadership are activated – learned, developed, and practiced – within the set of core values. By focusing on what people believe and value, and then positively building on this understanding, we have the potential for impact far more wide reaching than if we approached leadership development as a problem-solving activity.

1. Respect
as demonstrated by self respect and respecting others regardless of differences; treating others with dignity, empathy and compassion; and the ability to earn the respect of others.

2. Making a Difference
as demonstrated by personal efforts that lead to making a positive impact on individuals, systems, and/or organizations or positively affecting outcomes.

3. Integrity
as demonstrated by moral courage, ethical strength, and trustworthiness; keeping promises and fulfilling expectations.

4. Authenticity
as demonstrated by consistency, congruency, and transparency in values, beliefs, and actions; integrating values and principles to create a purposeful life and to contribute to the growth of others.

5. Courage
as demonstrated by possessing a strength of self to act with intention on behalf of the common good; taking a stand in the face of adversity; acting boldly in the service of inclusion and justice.

6. Selfless Service
as demonstrated by commitment that extends beyond one's own self interest; personal humility for the sake of a greater cause.

7. Humility
as demonstrated by a sense of humbleness, dignity and an awareness of one's own limitations; open to perspectives different from one's own.

8. Wisdom

as demonstrated by a broad understanding of human dynamics and an ability to balance the interests of multiple stakeholders when making decisions; can take a long term perspective in decision-making.

C. Leadership Competencies

Leadership involves setting a vision, generating the energy to grow and sustain the vision, and mobilizing collective action around this vision. To effectively achieve this, there are a number of competencies that are required. These competencies and activities must be practiced, reflected on, and refined. Leadership requires self-awareness and self-reflection as we critically assess our capacity in the various competency areas and set goals for continuous leadership development. Self-reflection helps us uncover the beliefs that inform our action and assess whether and how to modify our action to serve our own and others' interests.

1. <u>Establishing and Sustaining Relationships</u>

as demonstrated by the ability to interact with others to develop trusting relationships and sustain collaborative partnerships.

2. <u>Developing the Self</u>

as demonstrated by having a sense of self awareness; an understanding of one's strengths and challenges; an ability to self-regulate, monitor one's actions, and set goals for continuous learning.

3. <u>Communicating</u>

as demonstrated by the ability to create and share meaning through effective oral and written communication, engage in active and empathic listening, and understand and communicate to diverse audiences.

4. <u>Developing Others</u>

as demonstrated through mentoring and authentic communication in partnerships with others to help them identify and achieve their goals; cultivating an environment that fosters individual and team learning.

5. <u>Making Informed Decisions and Solving Problems</u>

as demonstrated by having or seeking out appropriate knowledge and expertise in order to formulate the strongest solutions to emerging problems and/or situations, acting ethically throughout the decision-making process, and having the courage to take responsibility for the outcome.

6. <u>Negotiating and Managing Conflict</u>

as demonstrated by the willingness to listen to all perspectives, mediate across difference, appropriately express concern, and identify productive solutions for moving forward.

7. Acting with an Awareness of Social and Cultural Dynamics
as demonstrated by embracing a value for learning about social and cultural difference; listening to the stories of others without judgment; acting with generosity while confronting misinformation; and actively creating a just community.

8. Adapting to Change and Thinking Creatively
as demonstrated by flexibility in thought and action; engaging in reflective practice to inform change and practice; seeking out innovative ideas and solutions; and providing stability and meaning for collaborators in the midst of change.

9. Using Systems Thinking
as demonstrated through a recognition that the work of one affects the work of all; developing an understanding of the interconnections within and between organizations or communities and their environments.

The promotion of core values, leadership assumptions, and competencies will raise the level of awareness about leadership education on Mason's campus. Leadership is a common thread that connects the entire Mason community. The incorporation of leadership principles and skills will assist us in creating socially conscious, civically engaged, and globally ready citizens.

III. Recommendations

Below are recommendations based on various task force meetings and discussions since October 2006. These recommendations are based on the assumption that financial resources can be identified and that a campus-wide steering committee can continue to shape these initiatives with the involvement of faculty, undergraduate and graduate students, staff, and alumni. Our collective belief, based on the formal literature on leadership and practical experiences, is that leadership is culturally influenced. As recommendations are acted upon, the program content should reflect the cultural and global dimensions of leadership throughout all of the initiatives.

A. Faculty and Staff Leadership Development Programs

1. Create a University Fellows Leadership Program for faculty and staff using the existing faculty/staff expertise and experiences in the Center for Leadership and Community Engagement (CLCE), Human Resources Office, and the Leadership Education and Development (LEAD) Office. This program could be tailored to faculty and staff who are interested in furthering their leadership development in the context of their existing positions or a future leadership position on campus (e.g., aspiring department chairs, program directors, assistant/associate deans, and mid-management employees). This annual program would be offered to a cohort of 15-20 faculty and staff. The program would be offered at the beginning of each fall semester and end by mid-December with seminars occurring every other week. Sample seminar topics and activities include leadership self-assessments;

the cultural influences on leadership; leading with integrity; adaptive leadership; facilitating change; foundations of leadership; facilitating difficult conversations; and navigating political environments. We encourage the participation of faculty and staff from the Colonial Academic Alliance (CAA) member institutions in these initiatives.

2. Offer individual leadership seminars on various topics sponsored by the Human Resources Office. These seminars should complement existing HR offerings on administrative and management workshops (supervision, budget management, etc.). Sample leadership topics could include sessions on team-based leadership, relational and transforming leadership practices, global leadership, and leading change.

3. Offer a specially designed leadership seminar for all new faculty and staff at the new faculty orientation sponsored by the Provost's Office, the new University Life orientation program, and the new employee's orientation program sponsored by the Human Relations Office. The goal of this seminar is to introduce new members of Mason's community to the foundations of leadership provided in this report (values, assumptions, and competencies) and to the various leadership resources on campus. This type of outreach to new faculty and staff would send a message early in their tenure at Mason about the importance of leadership at all levels of the institution.

4. Sponsor and establish a structure to offer executive and leadership coaching for faculty, staff, and students. The coaching process is based on the creation of a partnership between the coach and client. The coach supports the client to maximize their potential and achieve fulfilling established personal and professional outcomes. Executive or leadership coaching is an innovative tool for empowering students, faculty, and staff to work toward taking purposeful actions to improve both their personal lives and work environment. Appropriate criteria and credentials for coaches should be established by the Leadership Steering Committee.

5. Create workshops sponsored by the Center for Teaching Excellence (CTE) for faculty on how to integrate leadership concepts, questions, and topics in courses. Include the theme of faculty as leaders in the classroom and how leadership concepts influence teaching pedagogies. CTE's web site can become a repository for leadership resources targeted to faculty. The CLCE and LEAD web site links should be added to CTE's web site to provide additional information on leadership concepts for faculty and staff.

6. Sponsor curriculum transformation projects on leadership as a way to support faculty who are interested in creating new courses or want to learn how to integrate leadership theories and content in existing courses. These transformation projects can be implemented during winter or summer terms with incentives provided to faculty to participate in a multi-day program. These

transformation projects could be positioned to build upon the existing and growing network of leadership scholars and educators on campus.

B. Student Leadership Programs

1. Design leadership courses for undergraduate students that satisfy the requirements of general education courses (e.g., synthesis courses) as a way to infuse leadership education to a wider and more diverse student audience. Academic units such as New Century College and the General Education Mason Seminars (GEMS) should be encouraged to develop and propose entry-level leadership courses to the general education committee. Academic departments should be encouraged to develop leadership courses in their majors so that a wide range of students have opportunities to learn about leadership.

2. Develop capstone initiatives on leadership as credited and non-credited experiences for students. Preparing our graduating seniors for leadership responsibilities in their careers and communities would enhance their leadership development and position them to be more competitive in the job market. Graduating seniors would more fully understand the challenges and demands of leadership as they transition to environments outside of the University setting.

3. Use the student employment setting on campus as a vehicle to provide leadership development experiences for students. For students who work off-campus, encourage Career Services to sponsor an annual seminar for those students.

4. Encourage the development of study abroad programs centered on multicultural leadership and the cultural influences on leadership. Providing opportunities for students to study the context, history, and development of leadership in other parts of the world would broaden their perspectives about how others view and practice leadership. Leadership content also could be developed for existing study abroad courses.

5. Sponsor leadership development workshops and conferences for Mason student leaders through the Leadership Education And Development Office. Examples of these programs include the Leadership Mason fall leadership conference, the Mason Leadership Institute, the Presidential Leadership Dialogues, Mason LeaderShape, and the Summer SOEL (School of Embodied Leadership) program that is presented in collaboration with the Strozzi Institute. Workshops are presented for classroom-based curriculum, department/office student training, and student organizations; workshops are often tailored to fit the developmental needs and training components for each constituent group. In addition, the LEAD Office sponsors a student organization, the L-TEAM (Leadership Training, Empowerment And Motivation). The L-TEAM members serve as Mason's leadership ambassadors and trainers – they present leadership workshops for their student peers.

6. Prepare resident advisors to facilitate conversations about leadership in the residence halls. The peer influence of resident advisors is critical in educating students about a wide range of leadership experiences (formal and informal) on campus and in the local community.

7. Encourage the Student Activities Office to sponsor leadership workshops for student organizations. The Student Activities Office will launch a Student Activities Leadership Training Conference for the officers of each student organization prior to the beginning of the fall semester of 2007. This conference is a collaborative effort with the Office of Student Activities, the Office of Events Management, Johnson Center and Student Union Operations, University Police, ROTC, and the Leadership Education and Development Office. This conference will focus on basic leadership skill development, team building, event management, fiscal responsibility and ethics, and policy discussion. In addition, the Student Activities Office plans to restructure the Quill Awards by working collaboratively with several offices across campus to create a more comprehensive celebration of student leadership achievement.

C. University-wide Programs

1. Recommend that the Provost and Vice President for University Life appoint a campus-wide leadership steering committee with broad representation from students, faculty, staff, and alumni. The proposed charge of the steering committee is to elevate the visibility and importance of leadership development opportunities for campus constituencies and to provide educational programs on leadership topics open to the campus community. The committee, as a whole, would meet 2-3 times a semester and would be encouraged to form subcommittees as appropriate. The committee would be charged with overseeing the implementation of report recommendations adopted by the Provost and Vice President for University Life.

2. Recommend that the leadership steering committee sponsor an annual symposium or keynote address on a topic that has broad appeal to the university community (e.g., seminar on leadership and values, a series on unsung heroes, etc.). Sustain this as a campus-wide tradition that students, faculty, staff, and alumni are invited to each year.

3. Work with a consultant to facilitate an appreciative inquiry process in Fall 2007 hosted by the leadership steering committee. The appreciative inquiry process will provide a methodology to generate a collective image for campus leadership and will deepen our understanding of the strengths of Mason's existing leadership initiatives.

4. Transform the leadership audit to a listing of programs/courses and make it available as a link on the LEAD Office and CLCE web pages. Regularly update the list of leadership programs.

5. Identify resources to support an external audit of leadership programs globally. Continue to benchmark Mason's leadership programs with other programs located around the world. The scope of this benchmarking process will inform Mason's program about how leadership is taught at other universities and colleges outside of the United States. This information will be valuable as Mason continues to develop programs in other countries.

6. Continue Mason's involvement through ongoing funding in the Multi-Institutional Study of Leadership (MSL) as a way to compare our undergraduate leadership programs with other universities in this study. MSL was launched in 2005 and with one year of data gathered from 53 institutions, the project is planning to support a longitudinal study of leadership programs. Mason's continued involvement in MSL will yield empirical data on students' participation in leadership programs on campus.

IV. Conclusion

These recommendations are intended to satisfy the need for further and more expansive leadership development for students, staff, faculty, and alumni for the University community. We believe purposeful and intentional leadership development opportunities grounded in academic and practical knowledge must be coupled in order to meet the call for the next levels of leadership development on our campus.

Because the overall goal is to cultivate a culture of leadership on campus, it is critical to establish a transparent public leadership identity that is constructed from the assumptions, core values, and competencies developed by the Task Force. The steering committee can help provide initiative, continuity, focus, and expertise to the implementation of the recommendations.

The Task Force believes there should be a focus on the following: the creation of a leadership steering committee to provide support and guidance for future direction on campus leadership initiatives; implementation of the agreed upon Leadership Task Force recommendations; and the identification of financial and human resources to provide an infrastructure that supports the implementation of the recommendations.

Appendix A

**GEORGE MASON UNIVERSITY-WIDE TASK FORCE ON LEADERSHIP
FALL 2006**

The George Mason University campus is well positioned to create and sustain a culture of leadership education, development, and scholarship for students, faculty, staff, and alumni. University settings provide ideal learning opportunities for individuals to study and practice leadership. It is a great benefit for Mason to intentionally prepare its major stakeholders to assume leadership responsibilities. The George Mason campus is uniquely positioned geographically to offer uncommon leadership experiences for its students, faculty, and staff. Currently, there are various leadership initiatives across the campus in both University Life and Academic Affairs. A campus-wide effort is essential as we work to create and sustain a leadership culture.

The purpose of the University-Wide Task Force on Leadership is to review current leadership initiatives on campus and explore new leadership development and education initiatives. The Task Force is encouraged to seek whatever means needed to gain an in-depth perspective on the state of leadership education on campus and beyond.

The Task Force will:
- identify and review existing leadership initiatives and programs campus-wide and identify the populations served by those activities.
- research leadership initiatives and programs at other institutions (cocurricular and curricular).
- assess the University's current leadership culture for commonalities, uniqueness, pedagogies, and other approaches for the study and practice of leadership.
- recommend future directions to the Provost and Vice President for University Life for program development, program collaborations, and new initiatives that will sustain a campus-wide leadership culture.

Appendix B

George Mason University-Wide Task Force on Leadership
2006-07

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Chris Clarke-Talley
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Kim Eby
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Million Farke
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Joshua Gorman
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Assistant Director, International Programs & Services, University Life

Heather Hare
Associate Director, Center for Service and Leadership, NCC

Nance Lucas, Task Force Co-Chair
Associate Dean, New Century College & Interim Director, Higher Education Program

Jane McDonald
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Marilyn Mobley
Associate Provost of Education Programs

Allison O'Brien
Associate Dean of Undergraduate Programs, SOM

Rose Pascarell
Associate Vice President, University Life

Pam Patterson, Task Force Co-Chair
Interim Dean of Students, University Life

Kate Pisano
Undergraduate Student

Suzanne Slayden
Chair, Faculty Senate & Associate Professor of Chemistry

Amy Takayama-Perez
Director of Recruitment, University Admissions Office (through 11/06)

Steve Zaccaro
Professor, Organizational Psychology

Appendix C

Leadership Task Force Resources and Common Readings

Astin, A. W. & Astin, H. S. (2000). *Leadership reconsidered: Engaging higher education in social change*. Battle Creek, MI: W. K. Kellogg Foundation.

Komives, S. R., Longerbeam, S. D., Owen, J. E., Mainella, F. C., Osteen, L., (2006). A leadership identity development model: Applications from a grounded theory. *Journal of College Student Development*, 47, 401-420.

Parks, S. D. (2005). *Leadership can be taught: A bold approach for a complex world*. Boston: Harvard Business School Press.

Watkins, J. M. & Cooperrider, D. L. (2000a). Appreciative inquiry: A transformative paradigm. *OD Practitioner*, 32(1), 6-12.

Zimmerman-Oster, K. & Burkhardt, J. C. (1999). Hallmarks of exemplary leadership programs in *Leadership in the making: Impact & Insights from Leadership Development Programs in U.S. Colleges & Universities*. Battle Creek, MI: W. K. Kellogg Foundation.

Appendix D

GEORGE MASON UNIVERSITY
Curricular and CoCurricular Leadership
Program Audit

20 December 2006

Undergraduate Curricular

- New Century College
  -Certificate in Leadership Studies, open to all majors
  -Minor in Leadership, open to all majors
  -Concentration in Leadership, Major in Integrative Studies
  -Courses regularly offered
     NCLC 204 Leadership Theory and Practice
     NCLC 395 Leadership for the 21st Century
     NCLC 435 Leadership in a Changing Environments
  -Special topic courses in leadership: women & leadership; global ethics; ethics and leadership (currently offered or scheduled; special topic series changes based on faculty expertise and current needs/trends)

- ROTC
  -First level courses open to all students, upper-division courses restricted to those participating in ROTC
  -Courses regularly offered
     MLSC 100 Leadership Skills I, MLSC 101 Leadership Skills II
     MLSC 200 Leadership Skills III, Prerequisite MLSC 100 and 101
     MLSC 201 Leadership Skills IV, MLSC 201 Leadership Lab
     MLSC 300 Applied Leadership I, Prereq: MLSC 100-201
     MLSC 301 Applied Leadership II, Prereq: MLSC 300
     MLSC 400 Leadership Management, Prereq: MLSC 300, 301
     MLSC 401 Leadership and Ethics, Prereq: MLSC 400, 300, or 301

- SOM
     MSOM 310 Managing People and Organizations
     MSOM 302 Managing Information in a Global Environment
     MSOM 305 Managing in a Global Economy
     MSOM 306 Managing Projects and Operations

- Courses in other departments
     Nursing, HSCI/NURS 436 Leadership and Management in Healthcare
     Parks, Rec & Leisure, PRLS 316 Outdoor Education and Leadership
     Communication, COMM 349 Student Leadership Seminar

Government, GOVT 430, Comparative Political Leadership; University Scholars Program; UNIV 200, 300 & 400 Courses – Peer Leadership with sections focusing on Peer Advisors, Resident Advisors, Peer Leaders (Orientation & Family Programs), Greek Leadership & Current Student Leaders, Career Development

- Courses that provide useful leadership skill sets and knowledge: Public speaking, interpersonal communication, conflict resolution and mediation, ethnic, racial, and gender studies courses

Undergraduate CoCurricular

- Offices that Coordinate Student Leadership Training for Specific Purposes
  - Admissions: Mason Ambassadors
  - Alcohol, Drug and Health Education Services: Peer Educators
  - Center for Service and Leadership: Alternative Spring Break
  -New Century College: Student Leadership Group
  - Counseling Center: Peer Empowerment Program
  - Hemlock Overlook for Experiential Education: Hemlock Facilitators and Trainers
  - Housing and Residence Life: Resident Advisors; Conduct Board; Resident Student Association
  - Leadership Education and Development Office: L-TEAM, LEADScholars, Emerging Leaders, Mason Leadership Institute, LeaderShape
  - Multicultural Research & Resource Center: National Coalition Building Institute Training including a Train-The-Trainers component
  - Office of Diversity Programs & Services: Safe Zone Training
  - Orientation & Family Programs: Patriot Leaders (formerly known as Orientation Leaders), Orientation Coordinator, Orientation Assistants
  - Student Activities: Student Organization Leadership Training, Fraternity/Sorority Leadership Training, Program Board, Student Government, Umbrella Leaders, Funding Boards
  - The Freshman Center: Senior Peer Advisors, Peer Advisors, Project Peak Advisors and Trip Leaders

Graduate Curricular
- **ICAR**
  - Graduate Certificate in Conflict Analysis and Resolution for Collaborative Leadership in Community Planning
    > CONF 651 Conflict Analysis and Resolution for Collaborative Leadership in Community Planning.
    > CONF 659 Leadership in Conflict Analysis and Resolution.
    > CONF 745 Leadership Roles in Conflict and Conflict Resolution
- **EDLE**
  - Leadership coursework offered by the Education Leadership program (EDLE) in the College of Education and Human Development (CEHD). EDLE is the only

program in CEHD that concentrates totally on the leadership development of school leaders.

EDLE 610: Leading Schools and Communities*
EDLE 614: Managing Financial and Human Resources
EDLE 620: Organization Theory and Leadership Development*
EDLE 634: Contemporary Issues in Educational Leadership
EDLE 636: Adult Motivation and Conflict Management
EDLE 791: Internship in Educational Leadership.
*ASTL Program: Advanced Studies in Teacher Leadership – offers some courses in leadership development from a teacher leader's perspective. These courses are EDLE 610, EDLE 618, and EDLE 620 with adjusted content to emphasize the responsibilities of teacher leaders rather than school principals

- **GSE**
-Emphasis in Education Leadership within PhD program
EDLE 620 Organizational Theory and Leadership.
EDLE 801 Foundations of Education Leadership: History and Leadership.
EDLE 802 Foundations of Education Leadership: Ethics, Philosophy, and Law.
EDLE 803 Foundations of Education Leadership: Economics and Leadership.
EDLE 815 Conceptual Frameworks in Education Leadership
EDLE 895: Advanced Issues in Education Administration
-Character Education
EDCE 606 Leadership in Character Education: An Internship in Program Development, Curriculum, Instruction or Assessment.
-Elementary/Secondary Education
EDCI 646 Mathematics Education Leadership for School Change
EDCI 693 Leadership and Organizational Issues in Science Education.
EDCI 725 National and International Leadership Issues in Math Education, K-8
EDCI 729 State and Local Leadership Issues in Mathematics Education, k-8
EDCI Science Education Leadership and Policy.
EDCI Leadership and the Role of The General Manager
-Instructional Technology
EDIT 720 Leadership Issues in Educational Technology
EDIT 745 Technology Leadership Issues
-Counseling and Development
EDCD 629 Principles of School Counseling Leadership
EDCD 630 School Counseling Leadership
EDCD 990 Advanced Internship in Counseling Leadership
EDCD 802 Leadership Seminar
-Reading Education
EDRD 634 School-Based Leadership in Literacy

-Special Education
EDSE 843 Leadership in Special Education Administration
- **Social Work**
SOCW 675 Selected Topics in Organizational Leadership
SOCW 685 Organizational Leadership for Social Workers
- **SOM**
- MBA
MBA 678 Strategy and Organizational Leadership.
-Technology Management
TECM 610 Communications and Leadership
- **Nursing**
NURS 546 Leadership Strategies in Health Policy
NURS 704 Contemporary Issues in Health Systems Leadership and Management
NURS 725 Leadership Strategies for the Clinical Nurse

- **Public Administration**
PUAD 795 Leadership in Justice and Security Organizations.
- **Public & International Affairs**
-Justice, Law & Crime Policy
JLCP 742 Leadership in Justice and Security Organizations
-Government and International Politics
GOVT 795 Leadership in Justice and Security Organizations.
GOVT 852 Seminar in Political Leadership.
- **Courses in other departments**
-PSYCH 739 Leadership (Industrial and Organizational Psychology)

Other Non-Academic Programs, Outreach, Experiences
- Offices that Coordinate Student Leadership Training for Specific Purposes
-Alumni Affairs: Mentors
- Career Services: Graduate Interns
- Center for Global Education: Exchange Programs, Internships
-Hemlock Overlook for Experiential Education: Facilitators and Trainers
-University Dispute Resolution Project: Mediators
-Counseling Center: Graduate Counselors, Mentors, Externship and Practicum Students
-Orientation, Family Programs and Services: Graduate Interns
- Sexual Assault Services: Peer Advocates

Scholarships & Awards
- Student Activities: Student Leadership Awards (annual spring event), Greek Man and Woman of the Year (annual fall event), UIFI Student Scholarships (4 awarded per year)

- Diversity Programs and Services: Vision Awards for students, faculty and staff (annual spring event); Atkins Award for Excellence in Leadership (annual award)
- Housing and Residence Life: Academic Recognition Awards Dinner (annual spring event)
- Board of Visitors: Two Student Representatives
- Orientation, Family Programs and Services: Be the Difference Award
- Alumni Office: Peter Forame Student Leadership Scholarship (annual award)

Centers and Offices
- **Center for Justice Leadership and Management (Administration of Justice)**
  - Provides training and research assistance to policy makers and professionals in the justice field.
- **Leadership Education and Development**
  - Provides leadership training, resources, services, and recognition to encourage students to become socially conscious leaders and civically engaged citizens.
    - Mason Leadership Institute
    - LeaderShape
    - Presidential Dialogue Series
    - Leadership Speaker Series
    - Student Organizations (L-TEAM, Omicron Delta Kappa)
- **Center for Service & Leadership, New Century College**
  - Promotes positive change and civic engagement by combining academic study, leadership development and direct community service
    - Academic courses, minors, certificates, concentrations, special topic courses
    - Volunteer Programs
    - Alternative Breaks
    - Leadership Course Development
    - Service-Learning Support & Resources
    - Leadership & Service Library

- **Center for Global Ethics**
    - Provides a focus for new ethics initiatives across the university and carries out research on normative issues raised by globalization, particularly in regard to the extension of democracy and human rights in transnational contexts
    - Works with various branches at GMU to institute courses or course modules on ethical issues relevant to a variety of disciplines and the professions
    - Works to generate new collaborative research about the ethical and social implications of public policies and professional practices.

Internal Campus Conferences
- **EDLE Annual Leadership Conference**
  -Education Leadership program spring conference for its students (combining on-campus and 12-14 EDLE cohorts of students in the region). Conference provides students with practical presentations and workshops by EDLE faculty and regional school/district administrators (school districts: Winchester, Loudoun, Orange, Alexandria, District of Columbia, Fairfax, Arlington, Prince William, Stafford)
- **Mason Leadership Institute**
  -Fall and spring conference presented by the Leadership Education and Development Office through University Life.

Staff Training/Resources
- ITU: Systems Administrator Leadership Team (S.A.L.T.), Managerial Competencies
- EDLE Program: Northern Virginia Leadership Initiative (NVLI) is a professional development series designed jointly with several school divisions (EDLE may take two of the weekend modules in lieu of EDLE 634).

Faculty Expertise
- Psychology
  - Steve Zaccaro, Professor
  Extensive publications on group dynamics, team performance, leadership, and work attitudes. Books include, *The Nature of Executive Leadership: A Conceptual and Empirical Analysis of Success* (2001) and co-edited, T*he Nature of Organizational Leadership: Understanding the Performance Imperatives Confronting Today's Leaders* (2001), and *Leader Development for Transforming Organizations* (2004).
- New Century College
  -Nance Lucas, Associate Dean and Associate Professor
  Co-author of *Exploring Leadership: For College Students Who Want To Make A Difference* (1st and 2nd editions)*. She currently serves as the co-editor of the *Journal of Leadership and Organizational Studies* special issue series*, has published on topics of leadership, and was a contributing author of *Leadership Reconsidered* and *The Social Change Model of Leadership Development*.
- School of Management
  -Catherine Durnell Cramton, Associate Professor
  Her current research focuses on contemporary issues of leadership and collaboration, particularly as experienced in the information technology and professional services industries. She studies distributed work, inter-organizational collaboration, cross-cultural collaboration, project team leadership, and the impact of technology on collaboration.
  - Michelle Marks, Associate Professor, Management
  Her research and consulting interests are in the areas of team and multi-team effectiveness, leadership, and conflict management.

Faculty Resources
- Center for Teaching Excellence

Alumni
- Alumni Chapters
- Board of Directors

Community Groups/Affiliations
- Many faculty/staff have participated in Leadership Fairfax, Leadership Arlington, Leadership Prince William

Professional Associations/External Conferences
- American College Personnel Association (ACPA): Commission IV
- CIEL: Student Leadership Conference
- International Leadership Association (ILA)
- Mid-Atlantic Leadership Educators (MALE)
- National Association of Campus Activities (NACA)
- National Association of Student Personnel Administrators (NASPA): Knowledge Community on Leadership
- National Clearinghouse for Leadership Programs
- Office of International Programs and Services: International Student Leadership Conference
- National Leadership Educators Institute
- National Leadership Symposium
- Association of Leadership Educators (ALE)

External Student Conferences/Professional Development
- Northeast Greek Leadership Association (NGLA)
- Alternative Break Citizenship School
- COOL Idealist National Conference
- LeaderShape Institute
- Undergraduate InterFraternity Institute (UIFI)