The Center for Leadership

*Leadership Coach Manual*
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Welcome!

Thank you for volunteering to serve as a leadership coach for a motivated student leader at Elon University! We believe the conversations, insight, and feedback that are to come will propel your student and encourage them to reach high standards of performance.

We believe your purpose as a leadership coach involves challenging and supporting your student to grow as a person and as a leader, to support their intellectual and professional development, to question their assumptions, and to expand their worldviews. We hope that you will become invested in their success and care deeply that they learn and develop.

In the pages that follow, you will learn about the Leadership Education and Development (LEAD) Program, what is expected from you as a coach, and how we will support you through this process. As you begin to work with and coach your student, you will learn that the most significant thing you can do for him or her is listen and provide feedback. As your student progresses through LEAD, they will learn about leadership, question themselves, and practice the skills that are essential for success. Providing these students time and a place to appropriately reflect on their learning is crucial to their development.

Please know that the Center for Leadership is always a resource for you and your student! We are dedicated to making your experience valuable and successful. We invite you to get involved with the events planned for coaches, find answers to your questions, and find camaraderie amongst faculty and staff who share a passion and commitment to student development and leadership.

Again, we appreciate you and the time you have given to the LEAD Program!

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The Center for Leadership Mission
Elon students will graduate with strong self-efficacy, the desire and ability to work collaboratively within diverse communities of people, and have the confidence and competence to put innovative ideas into action for positive change.

Overview of the LEAD Program
The Leadership Education and Development (LEAD) Program is a three tier self-paced program open to all students. Tier I, Leading the Self, explores personal foundations of leadership and establishing one’s self as an authentic leader. Tier II, Leading with Others, focuses on civic responsibility, group dynamics, and cultural awareness and appreciation. Tier III, Leading for Change, is a culmination of a student’s leadership experience through immersion in positive social change.

Students who complete Tiers I and II will earn a leadership certificate. Following the completion of Tier II, students will be invited to further deepen their leadership experience and complete Tier III to receive the distinction of a Cannon Leader.

Students can begin the LEAD Program at any point during their time at Elon and work at their own pace. It is recommended that Tier I be completed in one semester, Tier II in two semesters, and Tier III in at least two semesters. Requirements and learning outcomes are provided later in this manual.

Tier I: Leading the Self
All Elon students participate in the leadership process, either in formal leadership roles or as informal leaders and followers. The purpose of Tier I is to increase students’ awareness of the intentionality of the leadership process and their role within the process. By the end of Tier I, students should view themselves as both an empowered individuals but also as someone who is empowered to lead others.

Tier II: Leading with Others
The purpose of Tier II is to develop students’ ability to effectively work with groups and communities, gain a stronger understanding of peoples’ perspectives and differences, and learn the power of collaboration. By the end of Tier II, students should view themselves as an empowered leader amongst their peers, possessing the skills and abilities to create change. Upon completion of Tier II, students will earn a leadership certificate and be invited to begin Tier III.
Tier III: Leading for Change

The purpose of Tier III is to allow students the opportunity to apply and synthesize what they have learned during Tiers I and II by continuing to engage in an advanced leadership experience. By the end of Tier III, students should be able to fully engage in positive, social change for the betterment of themselves, others, and their communities. Upon completion of Tier III, students will earn the distinction of a Cannon Leader.

Center for Leadership Learning Outcomes

Through Center for Leadership initiatives, students will develop necessary leadership skills and attributes, connect with students and professionals, and enrich their Elon experience. The LEAD Program is designed to educate and strengthen a student’s understanding and ability to practice self-awareness, authentic integrity, relational leadership, critical thinking, change making, and reflection. The learning outcomes below are what guide our initiatives and what we hope students will gain through the LEAD Program.

Through the LEAD Program, students will be able to:

- Demonstrate their personal foundations for leadership.
- Distinguish themselves as authentic leaders.
- Value their growth as leaders.
- Incorporate social justice values into their demonstrated leadership.
- Employ leadership skills in an interpersonal context.
- Affect organizational and systemic change.
- Manage change processes and systems.

More specifically through your coaching relationship, students will be able to:

- Explore personal foundations of leadership by understanding personal skills and styles and articulating a personalized leadership definition.
- Continue growth as a leader by seeking out and leveraging feedback, determining personal balance and well-being, developing a mentor/mentee relationship, and fostering self-development.
- Leading in the interpersonal context by communicating effectively.

Theoretical Groundwork

The LEAD Program is grounded in leadership theories that have been created and utilized with college students. The Center for Leadership has intentionally utilized the Social Change Model of Leadership (HERI, 1996) and Authentic Leadership (George, 2003) to develop the workshops, reflections, and retreats that make up the LEAD Program. If you are interested in learning more about the Social Change Model or Authentic Leadership, see the Scholarly Resources for Leadership Coaches (p. 14).
The Social Change Model of Leadership

The Social Change Model of Leadership is the cornerstone of the LEAD Program. The Social Change Model believes that leadership is a values-based process whereby a leader must explore their individual values and collaborate with others in order to create positive social change for the community (HERI, 1996). LEAD Program participants will explore each component of the Social Change Model throughout the program.

Tier I, Leading the Self, focuses on the individual values of **Consciousness of Self, Congruence, and Commitment**. Tier I allows students to learn more about themselves and how beliefs, values, feelings, and strengths influence leadership.

Tier II, Leading with Others, focuses on the group values of **Collaboration, Common Purpose, and Controversy with Civility**. Tier II explores how students work with groups, understand and deal with conflict, and the concept of followership.

Finally, Tier III, Leading for Change, focuses on the society and community value of **Citizenship**. Tier III delves into how leadership can have a positive impact on creating change for the common good.
**Authentic Leadership**

In addition to the Social Change Model of Leadership, the LEAD Program utilizes Authentic Leadership (George, 2003). According to George, “leadership begins and ends with authenticity.” Authentic leaders genuinely strive to serve others by empowering the people they work with to make a difference (George, 2003). In order to become an authentic leader, one must develop their own leadership style, consistent with their personality, character, and values.

George proposes that authentic leaders demonstrate five qualities:

- Pursuing purpose with passion
- Practicing solid values
- Leading with heart
- Establishing enduring relationships
- Demonstrating self-discipline
LEAD Program Requirements

Below is a list of the LEAD Program requirements for each tier. As a leadership coach, it is beneficial for you to be familiar with the requirements so you can ascertain your student’s progression.

Tier I: Leading the Self

Click here to review the Tier I packet, containing detailed information about each requirement.

1. Attend the Elon Leader workshop
2. Complete the StrengthsQuest Inventory
3. Attend the Strengths workshop or take PSY 368: Psychology of Leadership class
4. Attend the Response Ability workshop
5. Attend the Identity Mini-Retreat (3-hour) or take COE Course: Life Entrepreneurs Program
6. Identify and meet with their leadership coach at least once a semester and submit a reflection on Moodle
7. Complete at least 10 hours of community service and submit a reflection on Moodle
8. Complete the Tier I reflection questions and submit on Moodle

Tier II: Leading with Others

Click here to review the Tier II packet, containing detailed information about each requirement.

1. Attend the Transformative Leadership workshop
2. Attend the Team Performance workshop
3. Attend the Leading with Integrity workshop
4. Attend the Tier II Retreat
5. Attend at least one Social Perspective Taking event (Click here to view the list of Fall 2014 SPT Events)
6. Attend a conference
7. Meet with their leadership coach at least once a semester
8. Complete at least 10 hours of community service
9. Critically reflect on their Tier II experiences through the use of blog entries or ePortfolio postings following the completion of each of the aforementioned requirements

Earning a Leadership Certificate

After completing both Tier I and Tier II requirements, students will earn a leadership certificate. They will be invited to the end of the year Cannon Celebration to receive their leadership certificate. This certificate represents the commitment they have made to further their leadership development while also contributing to their organizations, peers, and communities.
Tier III: Leading for Change

To review the Tier III packet, containing detailed information about each requirement, click here.

1. Attend the Immunity to Change workshop
2. Complete the Attentional and Interpersonal Style (TAIS) Inventory
3. Attend the TAIS Inventory workshop
4. Attend the Cross Cultural workshop
5. Meet with their leadership coach at least once a semester
6. Complete at least 10 hours of community service
7. Complete at least two Enriched Leadership Experiences, which consists of either option below:
   - Complete both Transformative Experiences (Leadership ELR Workbook and Common Good Project)
   - Complete one Transformative Experience (Leadership ELR Workbook or Common Good Project) and One Advanced Leadership Experience
     - Transformative Experiences include:
       - Leadership ELR Workbook
       - Common Good Project
     - Advanced Leadership Experiences include:
       - Leadership Minor
       - Leadership Research
       - Leadership Internship
       - Periclean Scholars
       - Civic Engagement Scholars
       - Doherty Scholars
       - Executive Intern
8. Continue to critically reflect on their Tier III experiences through the use of blog entries or ePortfolio postings following the completion of each of the aforementioned requirements
9. Prepare and present a LEAD Program Capstone Presentation (see below for description)

LEAD Program Capstone Presentation

Students may ask their leadership coach to help them prepare and attend their LEAD Program Capstone Presentation. This presentation highlights the student’s progression through each tier of the LEAD Program and their Tier III Enriched Leadership Experiences. After completing Tier III, both the student and leadership coach will be recognized at the end of year Cannon Celebration for their achievements.
Role of a Leadership Coach

Leadership coaches assume a variety of roles throughout their relationship with the student with whom they work. However, at its foundation, the coach is responsible for mentoring the student through the leadership process. This is an opportunity for students to establish and strengthen a relationship with an Elon faculty or staff member who can provide guidance and mentorship. This requires leadership coaches to:

- Develop and nurture a mentoring relationship with the student
- Challenge the student to grow and excel, while also supporting them
- Provide insight, advice, and feedback to the student
- Encourage the student to move through the LEAD Program and continue their involvement through the next respective tier
- In a broad sense, assess the student’s leadership effectiveness
- Know and understand the requirements for completing the LEAD Program
- Meet at least once a semester with the student (monthly or more frequent meetings are highly encouraged to support students’ learning)
- Maintain regular contact with the student, even if abroad or otherwise off campus for the semester
- Work with the student to construct expectations for the coach-student relationship
- Utilize leadership coach resources, including the leadership coach manual

Beginning the Coaching Relationship

Students are asked to identify their leadership coach during Tier I of the LEAD Program. Once a student has identified and asked you to be their coach, he/she is asked to contact you to schedule an introductory meeting. This meeting should be flexible in order to meet the unique coaching needs of your student. The purpose of this first meeting should be to start building the foundation for a strong mentoring relationship. It will take time for you to develop a close working relationships with your student and you both may need time to determine what your mentoring relationship looks like and how it will progress. At the minimum, you are expected to meet with your student at least once a semester. However, monthly or more frequent meetings are highly encouraged to support students’ learning. These more frequent meetings, particularly informal meetings over coffee or a meal in a dining hall, could result in deeper learning opportunities.

A prospective initial meeting between leadership coach and student may include the following items:

1) **Introductions:** Both student and leadership coach should be prepared to talk about themselves and their backgrounds, as well as why they have chosen to become involved in the LEAD Program.
2) **Prospective Timeline:** This includes both a discussion about how the LEAD Program fits into the overall academic timeline of the student, as well as what programs, courses, and organizational experiences that student might be interested in participating in throughout their leadership journey at Elon.

3) **Expectations:** Students should be prepared to address their preferences regarding the role of the leadership coach in their development and leadership coaches should address their preferred style in mentoring students.

4) **Scheduling subsequent meetings:** This often includes discussing how often the student and leadership coach will meet, how you will best communicate outside of scheduled meetings, and what preparation should be done prior to each meeting.

As mentioned, the above represent suggestions, not requirements, for the initial meeting. Some students may be ready to accomplish more than this, while others may not have detailed thoughts regarding their expectations for their leadership coach. Therefore, the leadership coach should be flexible in the goals of this meeting.

**Questions for Meetings with your Student**

Below are questions that can be used during your meetings (with the exception of the initial meeting) with your student. Your conversation does not have to follow this format – these questions are simply a guideline.

**Follow Up Questions for Tier I**

1. Over the course of the semester, what have you identified as some of your strengths/areas for improvement?
   a. Can you provide me with a real-life example of a time when you utilized your strengths?
   b. Of the areas that you would like to work on, which one would you like to focus on before our next meeting?
   c. What are some actions steps you can to improve your leadership skills, knowledge, and abilities?

2. Share with me how you have demonstrated leadership at Elon.
   a. Has your leadership style been affected by your experiences?

3. What resources have you identified (at Elon or outside of Elon) that will help you succeed as a student leader?
   a. Describe how you plan to utilize those resources in the coming semesters.
4. In your opinion, what is the purpose of feedback?
   a. Tell me about a time when you received feedback and how you responded to that feedback.
   b. Tell me about a time when you gave feedback and how the other person responded to your feedback.
5. Share with me a time when you have felt pushed out of your comfort zone through your participation in LEAD. What were the benefits and challenges of that experience?
6. Describe one of your community service events. How does community service relate to leadership?
7. Which LEAD Program event has had the biggest impact on you this semester? Why?
8. Which LEAD Program event has challenged you the most? What are some takeaways from that program?
9. How can I be of assistance to you in the coming semester? (e.g., check-in, meet up for coffee, advice?)

**Follow Up Questions for Tier II**
1. After Tier I, I asked you to focus ways to improve your leadership skill, knowledge, and abilities. Have you followed through with your action plan?
   a. Have you seen any improvement?
   b. What aspects of change were harder than you expected?
2. Describe the Social Perspective Taking event that you attended for Tier II.
   a. Would you have attended this event if it had not been part of the LEAD Program? Why/Why not?
   b. Did attending this event change you in any way (in relation to your values, perspective, etc.)?
   c. How does this requirement fit into the theme of Tier II, Leading with Others?
3. Describe the group dynamics of an Elon group/organization in which you are a member.
   a. Are you a member of multiple groups where the group dynamics are similar? Dissimilar?
   b. What adjustments, if any, have you had to make to your leadership style in order to lead others?
4. Followership is a concept explored in Tier II. How have you engaged in followership this semester?
   a. How have you supported your followers through your leadership?
5. What conference did you attend?
   a. Describe your biggest takeaway from the conference.
   b. Did the conference expose you to any leadership resources?
6. Describe one of your community service events. How does community service relate to leadership?
7. Which LEAD Program event has had the biggest impact on you this semester? Why?
8. Which LEAD Program event has challenged you the most? What are some takeaways from that program?
9. How can I be of assistance to you in the coming semester? (e.g., check-in, meet up for coffee, advice?)
Follow Up Questions for Tier III

1. Tier III focuses on deepening your leadership experience. How have you engaged in positive social change for the benefit of others?
2. Tier III stresses using your leadership skills for the betterment of the common good. How have you/will you continue to use your skills to help others?
3. How have you folded the LEAD Program into your academic pursuits and interests?
4. As you have progressed through the tiers, the LEAD Program has become less prescribed and more individual, allowing you to explore leadership that is more unique to you. How have you been able to tailor the LEAD Program to fit your leadership needs and interests?
   a. Specifically discuss their path and their choice of Enriched Leadership Experiences (e.g., why did you choose the Leadership ELR Workbook? Common Good Project?)
5. Describe one of your community service events. How does community service relate to leadership?
6. Which LEAD Program event has had the biggest impact on you this semester? Why?
7. Which LEAD Program event has challenged you the most? What are some takeaways from that program?
8. Now that you are completing/have completed the LEAD Program, how can I be of assistance to you in your remaining time at Elon? (e.g., check-in, meet up for coffee, advice?)

Resources for Leadership Coaches

The Center for Leadership staff can provide you with the support to feel successful in your coaching responsibilities. These support initiatives include the following:

1. Leadership coach workshops throughout the academic year. We offer the following sessions each semester:
   a. Coach Orientation (60 minutes) – provides an introduction to the LEAD Program, including participant requirements, coach expectations, and strategies for successful coaching.
   b. Coach Connection Roundtable (60 minutes) – addresses coaches’ concerns and provides Center for Leadership staff feedback. This roundtable discussion includes a variety of topics such as challenges to coaching, how to teach critical reflection, how to help students through LEAD, etc.
2. The Center for Leadership staff coordinates an annual Opening Ceremony every fall to bring students and coaches together in a larger community. This is a great chance to reconnect with your LEAD Program student(s) and meet other participants and coaches in LEAD, while learning about Center for Leadership updates, and be inspired by a leadership speaker. This year’s Opening Ceremony will take place on Sunday, September 7th at 5:00pm in Whitley Auditorium.
3. The Center for Leadership staff coordinators an annual Cannon Celebration every spring to celebrate the leadership accomplishments of all students involved in our leadership initiatives. This is a great
chance for you to recognize your student’s growth and leadership contributions to the Elon community. **Cannon Celebration typically takes place during the first week in May.**

4. The Center for Leadership website is an excellent resource. It includes an FAQ on coaching students and tips on good coaching techniques. [Please click here for more information and resources.](#)

5. The Center for Leadership is active on social media through Facebook, Twitter, (@ElonLeadership), and Instagram (ElonLeadership). Through these social media sites, we provide regular tips for leaders and mentors, articles related to leadership, and reminders for campus events related to leadership development, including LEAD workshops and due dates.

6. Within the Center for Leadership, there is a Resource Library that includes books and articles related to leadership and mentoring. All library resources can be checked out by any leadership coach. Additional materials are located in Belk Library.

7. Lastly, the Center for Leadership staff is interested in meeting individually with any leadership coach who has questions, concerns, or would like advice. Please contact Dana Carnes at the Center for Leadership to schedule a meeting. Dana can be reached at dcarnes@elon.edu or 336-278-5323.
Scholarly Resources for Leadership Coaches

Below is a list of books available in the Center for Leadership for you to borrow regarding the Social Change Model of Leadership, Authentic Leadership, leadership competencies, and mentoring.


