



FRAMEWORK FOR STUDENT LEADERSHIP DEVELOPMENT

LEADERSHIP PHILOSOPHY

Leadership for the common good is a collaborative and values-driven process¹ through which individuals and groups interrogate and challenge organizational and systemic dynamics² to positively transform communities.

This process takes place within one's community and is guided by self reflection and understanding, relationships across difference, articulation of vision, and commitment to action.

Engagement in leadership promotes the development of the motivations, skills, competencies, and efficacy needed to create positive social change.

Each person has the potential to enact leadership.

Leadership development at the University of Dayton is framed through the lens of our Catholic and Marianist identity and emphasizes the following tenets:



POTENTIAL

Leadership for the common good requires a recognition that each person has the potential to enact leadership and that each person has an ability to affect positive change.

Competencies³: Efficacy, Resiliency



SELF-AWARENESS

Leadership for the common good requires an awareness of one's identities and values, an understanding of the communities to which one belongs, and a commitment to personal growth.

Competencies³: Self-Understanding, Personal Values, Scope of Competence



SOCIAL RESPONSIBILITY

Leadership for the common good requires a commitment to the needs and legitimate aspirations⁴ of others and an understanding of how power, privilege, and structural inequity operate in local and global contexts.

Competencies³: Diversity, Inclusion, Social Justice, Social Responsibility



RELATIONSHIPS

Leadership for the common good requires a commitment to the development of meaningful, inclusive, and reciprocal relationships⁵ across multiple dimensions of difference.

Competencies³: Empathy, Perspective-Taking, Power Dynamics, Group Development



VISION

Leadership for the common good requires the development of a collaborative and mutually beneficial purpose and vision that promotes justice⁵ and positive social change.

Competencies³: Systems Thinking, Vision, Goals



ACTION

Leadership for the common good requires a commitment to the practice of solidarity and to actions that actively support the good of all and of each individual.

Competencies³: Collaboration, Creating Change, Empowerment, Motivation



REFLECTION AND GROWTH

Leadership for the common good requires a commitment to engaging in self-reflection and continuous development. Growth occurs through reflecting on and assessing one's strengths and challenges with a focus on continuous improvement.

Competencies³: Receiving Feedback, Reflection and Application

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2. Owen, J. E., Hassell-Goodman, S. and Yamanaka, A. (2017). Culturally Relevant Leadership Learning: Identity, Capacity, and Efficacy. *Journal of Leadership Studies*, 11: 48-54. doi:10.1002/jls.21545
3. Seemiller, C. (2014). The student leadership competencies guidebook: Designing intentional leadership learning and development.
4. Vatican Council, & Flannery, A. (1996). *Vatican Council II: The basic sixteen documents : constitutions, decrees, declarations*. Dublin, Ireland: Dominican Publications. (as cited in the Commitment to Community)
5. Hefl, J. L., SM. (2001). *Leadership in the Marianist Tradition*. Dayton, OH: University of Dayton.