

Leadership Theory for Hazing Prevention



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Supplemental Materials

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Student Leader Training: Ideas for Practice

Below is a list of ideas to guide the development of a leadership training or retreat focused around hazing. With the use of one or a combination of these ideas, creating a training that focuses on student leaders understanding ethical practices, making moral decisions, and focuses on social change may be useful in educating them how to speak up when instances of hazing occur to further prevention.

The following ideas and explanations are adapted in part by:

Komives, S. R., Lucas, N., & McMahon, T. (2013). Exploring leadership (3rd ed.). San Francisco, CA: Jossey-Bass and Exploring Leadership Instructors Guide.

Komives, S. R., & Wagner, W. (2009). Leadership for a better world: Understanding the social change model of leadership development. San Francisco, CA: Jossey-Bass and Leadership for a Better World Instructors Manual.

Heifetz, R. (1998). Leadership without easy answers. Cambridge, MA: Harvard University Press.

Shankman, M. L., & Allen, S. J. (2010). Emotionally intelligent leadership for students: Facilitation and activity guide. San Francisco, CA: Jossey-Bass

Tillapaugh, D. (2014). The Imperative to Lead: Using Leadership Theory to Prevent Hazing Behaviors.

“...we view leadership as a relational and ethical process of people together attempting to accomplish positive change” (Komives, Lucas & McMahon, 2013, p.133)



Transforming Leadership Theory

This theory focuses on holding others to a higher level of moral actions and motivation. Applied to student leaders, this theory can be used to encourage leaders and followers to be teachers to one another for the greater good of their organization.

“The end goal of transforming leadership is that both leaders and followers raise each other to higher ethical aspirations and conduct ” (Komives, Lucas & McMahon, 2013, p.110).

Emotionally Intelligent Leadership activities can also be used to encourage leaders to examine the culture of their organization and their values.

Example activities:

- *Leadership Challenged*: The purpose of this is to share experiences and identify moments where students had to overcome challenges or crises in their position, as they relate to hazing. If hazing examples are not being shared, come up with scenarios to ask how they would handle the situation if they were the leader in the scenario. Activity instructions can be found at: http://www.workshopexercises.com/Leadership_continued.htm#L15.
- *Vision Evaluation*: Take a look at identifying the visions of the organizations the student leaders are apart of. Have them dissect the vision and give examples of how or what their organization does to uphold the vision. Give each of them examples of hazing instances and identify in what ways they don't align with their vision.
- *Common Values*: Use this activity to relate values of organizations to personal values. Please access the *Leadership for a Better World Instructors Manual* here: http://www.stophazing.org/wp-content/uploads/2014/11/Komives_compiled.pdf and refer to page 123.
- *Transforming Your World*: This activity examines changes that transform an organization and culture. Please access the *Leadership for a Better World Instructors Manual* here: http://www.stophazing.org/wp-content/uploads/2014/11/Komives_compiled.pdf attached and refer to page 59.
- *Diagnosing Organizational Culture*: Reference the module activities in Shankman and Allen's *Emotionally Intelligent Leadership for Student Facilitation and Activity Guide* pages 21-33 here: <http://www.stophazing.org/eil-facilitation-guide/>
- *Inspiration and Shared Values*: Reference the module activities in Shankman and Allen's *Emotionally Intelligent Leadership for Student Facilitation and Activity Guide* pages 257-275 here: <http://www.stophazing.org/eil-facilitation-guide/>



Social Change Model of Leadership Development

The social change theory encompasses the “7 C’s” in personal, group and societal values. The Seven C’s can each be focused on in leadership training and can be used especially in the discussion of hazing.

Use the social change model to focus on the importance of creating a change beyond just a quick fix in organizations. For example, in regards to hazing, covering up something that could be considered hazing to say that it is tradition and continue with the practice instead of re-evaluating it and thinking of alternative ways to achieve building new traditions. Use the discussion of social change to focus on enlisting others to start to build these new traditions as well.

Personal Values: Consciousness of self, congruence, and commitment

Consider engaging students in an activity that gets the students to think of their personal actions. Focus on building strong values for the organization or individuals if not already instilled. Encourage building and the promotion of these values to be upheld in everyday situations.

Not only use values based training to get individual student leaders to think of their actions aligning with their values, but also use it as a way to put the pressure back on the group.

Example activities:

- *Are You Congruent?*: Use mock situations using hazing as the issue in the situation to allow students to think of their personal values, beliefs, values and attitudes that need to be considered in order to address the issue. Are they practicing what their beliefs are in the situation? How are they acting consistently with these in challenging situations?
- *Personal Commitment*: Have students make a personal commitment about hazing and their leadership practices. Follow up with them a few weeks later to address how this has been supported in their environment. Did they act in congruence with their commitment? If not, why?
- *Leaders You Admire*: In small groups, identifying a leader they admire and breakdown characteristics of what makes them admirable. Have questions that prompt students to think of their leadership characteristics in relation to them.
- *“This I Believe” Values Statement*: This activity is a way to get students to discuss their personal values which can be used in later activities to discuss how they intervene with practices that go against their values, such as hazing. Please access the *Leadership for a Better World Instructors Manual* PDF here: http://www.stophazing.org/wp-content/uploads/2014/11/Komives_compiled.pdf and refer to page 21.
- *Personal Values Card Sort*: Use the attached cards to help students narrow their core values. First have students sort the cards into the three categories. Next, have students narrow down those in the “very important to me” category until they come to a core five.



Discuss each person's values and how they came to decide on them that were most important to them. For the sort cards adapted from the University of New Mexico, access the PDF attached here: <http://www.stophazing.org/personal-values-card/>

- *Core Values and Leadership Calendar*: Using one of the above discussed establishing values activities, have students narrow down their values related to their student leadership position. Once values are chosen come up with questions to discuss what they are and have them use a calendar of their “typical” week. Have them place where, if at all, they use these values in their everyday life.
- *Values Auction*: This activity is another form of students narrowing down their values for further discussion. Please access the *Exploring Leadership Instructors Guide* here: <http://www.stophazing.org/wp-content/uploads/2014/11/exploringleadershipguide.pdf> and refer to page 42.

Group Values: Collaboration, common purpose, controversy with civility

Consider creating a meeting with student leaders in organizations where hazing practices may occur. Build a collaboration/coalition among them to discuss how they can be effective as a group to combat hazing. Create an environment where the student leaders in this coalition are each being held accountable by other leaders.

In these groups, establish a vision and set of aims and values. Be sure this space is one that allows each person to be authentic and appreciated for their input. A large piece of this section is ***conflict management and challenging norms for student leaders***. Discussing the concept of Sanford’s Challenge and Support can be useful to educate student leaders in using this practice with their organizations. Engage students in conversations and activities around risk taking and challenging norms.

Example activities:

- *Silence Is Toxic*: Build a discussion around silence and how it can affect an organization when someone like hazing is occurring. Ask questions such as: How does silence reinforce a toxic culture such as hazing in organization and the larger community? Be prepared to facilitate discussions around hard topics and issues to highlight the importance of each leader’s participation.
- *Observing Conflict Through Reality TV*: Try and use examples of hazing in TV shows, movies, etc. and gauge the discussion based off of these examples. Please access the *Leadership for a Better World Instructors Manual* here: http://www.stophazing.org/wp-content/uploads/2014/11/Komives_compiled.pdf and refer to page 121.
- *Common Values*: Use this activity to relate values of organizations to personal values. Please access the *Leadership for a Better World Instructors Manual* here: http://www.stophazing.org/wp-content/uploads/2014/11/Komives_compiled.pdf and refer to page 123.



- *Norms Meet Conflict*: Start by asking questions about the social norms associated with hazing. What can you as leaders do to challenge these norms? Use situation examples to show behavior of the “norms” in situations where hazing may occur. Ask the students to redo this scenario while challenging the norm. What was different? What was challenging? Lead this into a discussion of managing conflict. Discuss how going against norms can spark conflict, especially in organizations. Engage in activities that involve managing conflict. Discuss qualities associated with mediation, standing your ground, how conflict can be used as a learning opportunity for the organization.
- *Fishbowl of Controversy*: Use the extension piece in this activity to come up with scenarios of hazing. This activity will allow students to observe others perspectives and how this might change the way they view a situation. Please access the *Leadership for a Better World Instructors Manual* here: http://www.stophazing.org/wp-content/uploads/2014/11/Komives_compiled.pdf and refer to page 127.

Societal/Community Values: Citizenship

Relating leadership development of these students back to the larger picture: education about hazing, ethical practices as student leaders to combat hazing, using leadership as a change agent in hazing. Use activities in this section to relate to social change as a whole.

Example activities:

- *Community Standards*: Engage in discussions about how they are serving their community and why that is important. Asking questions such as: How can your membership in your organization/the university as a student leader serve the community? What is the responsibility of you as the leader to educate followers about hazing? What is the responsibility of your group members to take a stand against hazing? Are you reinforcing that culture and community as the leader of your group? Use this piece to promote the importance of enlisting others toward your purpose
- *Personal Sphere of Influence Model*: This activity allows students to examine their own personal influences for wanting to engage in social change. Please access the *Leadership for a Better World Instructors Manual* here: http://www.stophazing.org/wp-content/uploads/2014/11/Komives_compiled.pdf and refer to page 19.
- *Mask of Marginalization*: Examine the roles of being privileged and marginalized, and relate these to a culture of hazing. This will allow students to identify the roles of each and how they are related. Please access the *Leadership for a Better World Instructors Manual* here: http://www.stophazing.org/wp-content/uploads/2014/11/Komives_compiled.pdf and refer to page 17.
- *Membership Shuffle*: This exercise can provide a way for leaders to understand group dynamics and how the importance of appreciating all players in an organization is key. Relate this activity to hazing by discussing how the activities involved with hazing goes against appreciating every individual and their roles. Please access the *Exploring*



Leadership Instructors Guide here: <http://www.stophazing.org/wp-content/uploads/2014/11/exploringleadershipguide.pdf> and refer to page 88.

- *Whose Side Are You On*: This activity can be easily related to hazing issues in order to encourage a new way of thinking about the issues. Please access the *Exploring Leadership Instructors Guide* here: <http://www.stophazing.org/wp-content/uploads/2014/11/exploringleadershipguide.pdf> and refer to page 89.
- *Define Your Community*: This exercise can be beneficial in discussing community and how communities can be effective. Please access the *Exploring Leadership Instructors Guide* here: <http://www.stophazing.org/wp-content/uploads/2014/11/exploringleadershipguide.pdf> and refer to page 79.



Relational Leadership Theory

Relational leadership involves five components that focus on relationships as a key factor to effective group process toward a desired goal. Komives, Lucas and McMahon (2013) believe “This approach to leadership is purposeful and builds commitment toward positive purposes that are inclusive of people and diverse points of view, empowers those involved, is ethical, and recognizes that all four of these elements are accomplished by being process-oriented” (p.133).

“Dialogic Leadership” is a practice that can be used to relate these conversations amongst student leaders to an issue that needs to be addressed such as hazing (Komives, Lucas & McMahon, 2013, p.296). Engage in conversations that explore ethics and morals behind hazing. Begin with a discussion of what morals and ethics are, what can be considered ethical, etc.

Example activities:

- *Student Guided Ethics Discussion:* Begin by having a student leader be the facilitator. Discuss what is considered ethical about hazing. Discuss why people engage in hazing. What are their goals? How does this relate to organizations visions and values? Use this as a time for the conversation to be directed by the students. Unless they need guidance to continue conversation, let their interactions play out to discuss this themselves.
- *Moral Courage:* Discuss courage and what moral courage is. Through the discussion of morals, have leaders act out situations where they have to exert courage/moral courage specifically in hazing situations established by taking real life examples of hazing incidents across institutions.
- *Ethical Issues Debates:* This activity is a way to combine the 7 C’s and examine how each person holds a different perspective on what is ethical. Relate this activity to hazing by using hazing examples in developing hot-button issues. Please access the *Exploring Leadership Instructors Guide* here: <http://www.stophazing.org/wp-content/uploads/2014/11/exploringleadershipguide.pdf> and refer to page 58.
- *Root Causes - From a Tree to a Forest:* If related to hazing norms and issues, this allows students to examine how they can have a piece in changing the hazing culture. Please access the *Leadership for a Better World Instructors Manual* here: http://www.stophazing.org/wp-content/uploads/2014/11/Komives_compiled.pdf and refer to page 15.
- *Yellow Ball:* Use this activity to discuss organizations and chaos that might arise in hectic situations. Please access the *Exploring Leadership Instructors Guide* here: <http://www.stophazing.org/wp-content/uploads/2014/11/exploringleadershipguide.pdf> and refer to page 72.
- *Develop Listening Skills:* This activity will allow students to examine reflective listening. Relate this activity to hazing and the importance of having clear communication in relationships by having the speaker in the pairs use mock examples of seeing a hazing occurrence and guide the discussion around hazing that way. Please access the



Leadership for a Better World Instructors Manual here: http://www.stophazing.org/wp-content/uploads/2014/11/Komives_compiled.pdf and refer to page 126.

- *Inspiration - Vision and Motivation*: Reference the module activities in Shankman and Allen's *Emotionally Intelligent Leadership for Student Facilitation and Activity Guide* pages 249-256 here: <http://www.stophazing.org/eil-facilitation-guide/>

