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Achieving Student Learning Outcomes Through Intentional Orientation Leader Training Curriculum at UC San Diego

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Intentional Orientation Leader Training Curriculum at UC San Diego

An action research project submitted in partial satisfaction of the requirements for the degree of

Master of Arts in Higher Education Leadership

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Abstract

Student leadership positions such as Orientation Leaders are constantly evolving to meet the needs of the incoming diverse population of students attending an institution each year, making it essential for professionals within higher education institution to adapt their leadership development curriculum to the students they serve. Leadership development curriculum often neglects the development of group dynamics as an essential part of the learning process, an issue that has been observed in my experience. The purpose of my action research project was to explore my work as the Orientation Graduate Assistant as I assist in creating and facilitating the leadership training curriculum for Orientation Leaders representing Revelle College at the University of California San Diego to ultimately achieve student learning outcomes. I explored the following question in my research: How can I, as the Orientation graduate assistant, develop and facilitate *intentional* programming within the training curriculum to achieve student learning outcomes? The findings of my research indicate that co-creating and adapting the Orientation Leader training curriculum to meet the needs of each student leader, individually, and collectively as a team, allows student learning and leadership development to flourish; ultimately achieving student learning outcomes.

Introduction

The purpose of this study is to explore my work as the Orientation Graduate Assistant in curating intentional training curriculum to effectively achieve student learning outcomes in relation to personal, professional, and leadership development for Orientation Leaders (OLs) representing Revelle College at the University of California, San Diego. With the intentionality of exploring my role I had to ask myself; How can I, as a Graduate Assistant, develop and facilitate an intentional leadership training curriculum to achieve student learning outcomes? I was also curious to see what other factors contribute to student learning and leadership development, namely the influence of team building and navigating group dynamics of the team. The goal of my research was to develop and facilitate effective programming to result in the achievement of student learning outcomes and peer leadership development. More specifically, this research focuses on two out of the six total Student Learning Outcomes (SLOs) carefully curated for the OLs at Revelle College referenced as SLO1-SLO6 throughout this research (See Appendix A). The first of these SLOs will allow students to identify their personal leadership style, leverage their own strengths and the types of capital they hold, and apply this knowledge as effective teammates. This learning outcome was specifically created at the request of the previous years' OLs and their desire to further explore and develop their identities which is discussed further in the Pre-Cycle section of this research. The second SLO measures the student's ability to accurately assess their performance through critical and reflective thinking, and translate their self-assessment into skills-acquired on a resume or in an interview. This SLO was created to support students in unpacking and adding language to their transformational leadership experience. SLOs will be assessed throughout this research using a formal pre and post assessment administered at the start and finish of the ten week training curriculum (See

Appendix C & G), several self-assessment journal prompts (See Appendices D, F, H, I, & J), and 1:1 advising meetings.

While crafting my research question I revisited an exercise from my 'Making Meaning' classroom experience in year one on deciding our top five personal core values, to add intentionality to my research. My core values would in turn guide my practice as a graduate assistant and the professional philosophy I would create for myself over the next two years of the program. My core value of *curiosity* allows me to consciously and intentionally inquire and explore curiosities; to me, this shows up most prominently within my education. Pairing well with my strength of *input*, as I aimed to collect many forms of data to influence decision making which is highlighted through this research as I derived my findings from multiple sources and interventions. *Passion* allows me to be fully immersed in my work, offering encouragement to and empowering others within the field as well. Though my work would hold less meaning if it were not for *collaboration* as union gives strength and allows us to do great things together. I also strongly believe in the need for *community* and feel I hold a responsibility as an emerging professional in Student Affairs to foster environments of openness and respect where students can engage and connect with one another. These values lead me to pursue my master's degree in leadership studies and continuously fuel my passion for leadership development.

Literature Review

Learning Outcomes and Assessment

Individuals who *intentionally* engage in leadership practice are more likely to benefit from experience, as intentional experiences develop leadership abilities as students learn to adapt, develop situational awareness, and strive toward a common goal. Research on learning and training within organizations has derived that achievement of learning outcomes is significantly affected by the teams' achievement-goal orientation being the purpose of

competence-relevant programming (Ilgen & Kozlowski, 2006). Goal orientation in leadership development can be explained as the way an individual approaches or avoids an achievement situation with the intention of learning to demonstrate competence (Culbertson & Jackson, 2016; Hjertø & Paulsen, 2017). The process in which these goals are set and understood is a critical aspect of leadership development. According to Hjertø and Paulsen (2017), a strong correlation exists between learning outcomes and team effectiveness, as the presence of group goals in association with collective efficacy increases group learning.

Using an assessment cycle is an effective strategy for educators to conceptualize outcomes, map out strategies for achievement, develop methods for determining success, and use results to improve approaches in leadership education (Bureau & Lawhead, 2018; Posner & Rosenberger, 1997). Programmatic assessment significantly affects student engagement with learning, ultimately having a significant impact on all aspects of students' experiences, outcomes and overall success (Goos, Gannaway, and Hughes, 2011). Posner and Rosenberger (1997) conducted an assessment of student leaders by examining the relationship between the student's leadership behaviors and perceived effectiveness in their role. Significant congruence exists between student perception of learning and their actual ability -- most individuals tend to hold overly favorable views of their abilities, which affect the validity of the assessment data, as accurate self-assessment ultimately leads to overall student success (Posner & Rosenberger, 1997). One method designed to promote autonomy of students is self-reflective journal writing encompassing critical assessment and self-awareness (Bretag & Harris, 2003). Qualitative analysis such as self-assessments, feedback received through various outlets, and self-reflection journals, in tandem with quantitative data such as grade comparisons and numerical assessment data are used to show the achievement toward learning outcomes.

Outcomes-based Education. Fraser (1997, p.169) states that "action research can be the most appropriate, most effective and least threatening strategy when evaluating curriculum innovations" which is essential given that curriculum development is an integral part of this research. Curriculum development begins after the outcomes are defined in terms of what an individual should essentially learn as a result contributing to the transformational learning of outcomes-based education. To be effective, curriculum is designed and structured to include all of the relevant team activities; thus defining the outcomes should be considered the first step in curriculum design, from there it will influence the course content and assessment process (Fathi, Ghobajhloo, and Syberfeldt, 2019; Killen, 2000). Outcomes-based education (OBE) can be described as a way to organize curriculum and facilitation so the focus is on the programmatic goals of the instructors and/or the institution by defining clear outcomes and expanding learning opportunities to better achieve these outcomes. Then organizing the curriculum, instruction, and assessment to ensure learning ultimately occurs; viewing the program as an adaptable process rather than predetermined path (Spady, 1994; Killen, 2000). Outcomes-based education at its core states that "all students are capable of learning and can achieve high levels of competency" when educators delineate their expectations (Shanks, 1993, p.1). Successful OBE is dependent upon the role of the leadership staff, their effective contribution to student learning, and the critical examination of the curriculum in all its developmental stages. Instructional levels are determined after an assessment of student mastery at the beginning of the course is completed, such evaluation by both peers and the leadership team is ongoing and concludes with a final assessment at the end of the course (Shanks, 1993; Killen, 2000). Educators must construct contextualized and inspirational learning environments conducive to student learning, recognize and respect differences of others, and mediate learning that is sensitive to the diverse needs of

the community (Killen, 2007). To prepare to lead their team through this ongoing transition, leaders must be adaptive and display flexibility to meet the needs of the students being served.

Leadership Development. Authentic leadership can be defined as "the practice of mobilizing people to tackle tough challenges and thrive" (Heifetz, Grashow, and Linsky, 2009, p. 14). Leadership is not positional nor based on authority, but rather a practice that can be pursued by anyone. Adaptive leadership focuses on the need for change within organizations and encourages actions that disrupt status-quo in order to incite forward momentum. Two qualities of an adaptive organization as posed by Heifetz are continually developing leadership capacity and continuous learning as a common practice. Student leadership capacity is developed while organizations enhance their ability to handle adaptive challenges by ensuring commitment to individual professional development with the knowledge that students hold a stake at the organization's future; essentially fostering a long-term commitment to individual development which contributes to the overall effectiveness of the team. In order to support student development and holistic growth. As professionals in education, we must create frameworks to support diverse students and continue to foster inclusive environments. Proceeding research shows that students struggle to bring their authentic selves to work as a result of underdeveloped identities which create barriers between students' connections with others (Williams, 2018).

Self-Awareness and Self-Authorship. Self-authorship is the process of internally coordinating one's beliefs, values, and interpersonal loyalties rather than depending on external values, beliefs, and loyalties (Kegan, 1994). Instances that contribute to self-authorship and leadership are those moments that illuminate students' own experiences and values and inspire them to engage with others' to forge relationships based on their personal values and commitments to make change with and for others in the community (Cohen, Cook-Sather, and Lesnick, 2013). The interplay between self-authorship and student leadership is amplified when

students develop a sense of responsibility and responsiveness based on their clarified sense of self using their internal compass and their realization of connections to others. The key to success of student leaders is their development of self-awareness through engagement in reflection and analyses of their experiences through constructive dialogue that teaches students how to develop language, conceptual frameworks, and interpersonal capacity (Varlott, 2008; Lizzio & Wilson, 2009). The link between self-authorship and leadership that Baxter-Magolda (2008) highlights in their research suggests a dynamic interplay between the development of self and engagement in relationships, teams, and in community.

Building Effective Teams. Teamwork, in the context of higher education, can be defined as any process that involves more than one student who work together to "fulfill a common goal through interdependent behavior, while each student also has their own individual responsibility" (Fathi, Ghobajhloo, and Syberfeldt, 2019, p.1-2). Size, diversity, and formation are three critical aspects that should be carefully considered for a successful team arrangement with the focus on building relationships between folks who have different social and educational backgrounds. Creating a team begins appropriately with orientation, asking the question: Why am I here? Followed by trust building with other members by asking: Who are you? Teams then move to goal clarification, asking: What are our goals? What is my role in achieving these goals? Finally, there must be a commitment to said goals, so how will we do it? (Drexler & Sibbet, 1993).

Creating a foundation to give rise to the culture of the group and setting the stage for teamwork to occur is the first step that must be considered for goal achievement; team building skills and activities play a crucial role here (Jones & Rivas, 2012). Leaders must seek to create an environment of respect and openness to build cohesiveness and trust amongst group members, with the collective belief that each individual contributes unique strengths and skills to the team (Jones & Rivas, 2012; Adhish, Deshmukh, & Kumar, 2014). Setting the tone for the group

during the first few meetings through "Icebreaker" activities allows the leader space to observe

the groups strengths and areas of development (Heathfield, 2008). Team Building exercises are

frequently used for a multitude of reasons: to shift or build energy within a group inspiring

positivity and enthusiasm within members, to create a trusting and more relaxed environment

where members of a group can begin to acknowledge and interact, and to ultimately reveal the

team's persona or culture. Team builders can also be used to overcome objections and mitigate

healthy conflict as it inevitably arises within a group.

Navigating Group Dynamics. Bruce Tuckman's Team Development Model was created

to further understand the extent to which the success of an organization depends on the

relationships between its members (Tuckman, 1965; Wilson, 2010). According to Tuckman's

Theory (1965), there are five stages of group development: *forming, storming, norming,*

performing, and several years later Tuckman added the fifth stage of *adjourning* (See Figure 1).

The initial phase of team building, *forming*, occurs when members are still unsure of their roles

and expectations, and are looking to the authority figure(s) for guidance (Wilson, 2010). During

the *forming* stage, strengths and weaknesses of the group will be unveiled and boundaries of the

group leader and its members will most likely be tested. The next stage, *storming*, can be

difficult to navigate as team members may become competitive, defensive, feel inadequate or

jealous; which can develop into conflict. The leader must acknowledge the *storming* stage as a "necessary evil" and must pay close attention to the issues which may hinder progress towards achieving organizational goals (Adhish, Deshmukh, and Kumar, 2014, p.209). Leaders should
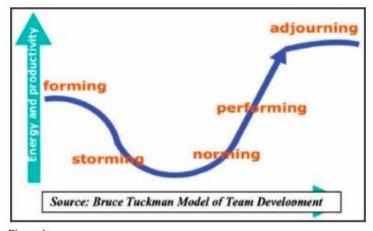

Figure 1

encourage members as often as possible to show up as their authentic selves and offer direct, positive, and sincere feedback during the *storming* stage. The *norming* stage puts teams in the homestretch to achieving their goals as members move to agree on norms, establish roles and relationships, successfully navigate different working styles, and comfortably take risks and accept failures as a part of the learning process (Adhish, Deshmukh, and Kumar, 2014). During this stage, the leader can move from directing to coaching and supporting, ultimately increasing autonomy of student leaders. In the *performing* stage, teams work together in a positive, effective manner to achieve their goals (Wilson, 2010). Conflict is seen as healthy and does not cause immense damage to the team foundation but rather makes them stronger. While a group does not have to pass through the above stages and stay put, teams often move back and forth between stages dependent upon a multitude of reasons such as shift in roles or tasks, addition or removal of group members, and leadership changes; proper transition through each stage has strong interference with overall team performance. If a team has successfully navigated the previous stages, there will most likely be a sense of mourning for the disbanding relationships of the group (Wilson, 2010). In the final stage of *adjourning* after the completion of the group task(s), members allow space for some sense of closure; reflecting on how far they have come together and noticing all they have accomplished as individuals.

Context of the Research

The Institution

The organizational setting for my research occurred at the University of California, San Diego (UCSD) at Revelle College during the Spring, Summer, and Fall Quarter of 2019. Over the course of 20 weeks, OLs attended a total of 10 weekly training sessions, a social justice retreat, two full-day training sessions in June and another two in September in preparation to facilitate seven total Orientation sessions. The OL team is made up of 24 student leaders trained

as a collective though broken into two seprate roles as 'NewStudent" and "Parent/Family" OLs. Originally all 24 OLs chose to participate in this study; however, six weeks into training one OL chose to withdraw their consent to participate in this research, which will be discussed further in depth in Cycle 1 of this research. The final total number of participants in this research was 23; seven returning and 16 rookies. I related to these students in that I was one of their three direct supervisors as part of the Orientation Leadership Team. Participant selection was pooled from a convenience sample of students already hired to serve in the role of OL, the population of students in which this research focuses on. Invitation to participate was completely voluntary to the students, though given that I held a position of formal authority I had to acknowledge the power that I held in this situation of asking OLs to consent. I was especially cognizant to reassure all OLs that their decision to participate would not positively or negatively affect their role or relationship with me in any way, reminding them that they can rescind their participation at any point, and leaving space for OLs to ask any questions they had. Consent to participate in the research simply allowed myself as the researcher to use the data collected from that individual as a part of this research. The only non-consenting OL was removed from the data before any analyzation of findings began. Regardless of participation in the research, the learning outcomes and training curriculum were administered as a part of the OL role at Revelle College.

  Orientation Team. The Orientation Leadership Team consists of myself in the role of Orientation Graduate Assistant and my direct supervisor James, the New Student Program Specialist. He works directly under the Assistant Dean of Student Affairs at Revelle College, Grace, who oftentimes served as our sounding board for curriculum development. Additionally, we had a junior-standing undergraduate student who served as our Senior Orientation Leader (SOL), who I would consider my partner as we shared a lot of the responsibilities in developing the team. In my role as the graduate assistant, some basic responsibilities included assisting with

the recruitment, hiring, direct supervision, training and evaluation of OLs. I was also responsible

for the development, implementation, and assessment of OL training and SLOs. Continuously

evaluating aspects of leadership training to reach optimal student development and find new

ways to enhance curriculum where it may be lacking by conducting research on best practices in

areas specific to leadership and student development.

      Connection to the Research. My personal connection to this topic goes beyond my role

as the Orientation Graduate Assistant. During my undergraduate experience after transferring to

Chapman University, I worked in the Office of Residence Life and First-Year Experience for

three years and also served as an Orientation Leader. Through my role as an OL, I fostered

relationships with students during Orientation and continuing throughout the academic year, and

served as an advocate for my group of students. I encouraged and empowered my students to get

involved at Chapman through leadership opportunities, sharing my personal transfer experience

as a resource and success story. Orientation programs are crucial for the first-year and transfer

experience as it helps students establish a connection to the institution and foster a sense of

belonging in community with others, which increases overall student success and retention to

graduation. New Student Programming is what piqued my interest in Higher Education and I

hope to continue doing this meaningful, *intentional* work throughout my professional experience.

      Needs Assessment. Self -reflection journals from the OLs who served in the role the

previous year (2018) were used as the needs assessment for this research. Of those previously

serving OLs, eight served as returners for the 2019 season. The feedback received from 2018

informed me that my predecessor in the graduate assistant role was not intentional or informative

when facilitating OL training modules. There were no learning outcomes, assessment, or training

curriculum drafted last year; meaning this year's orientation season was already more structured

and intentional than the previous year. Feedback following the 2018 Orientation season also

revealed a lack of developed programming that explores individual identities and leadership styles which directly informed the curation of this year's student learning outcomes.

Methodology

The methodological approach used in my research is O'Leary's Model of Action Research Cycles. Action research relies on a cyclical process that takes shape as knowledge emerges with the intended goal of continuously refining methodology, data collection, and interpretation of the understanding developed as a result of earlier cycles (O'Leary, 2004). O'Leary's model was relevant for my research question in that it directly informed the development and implementation of Orientation Leader training curriculum at Revelle College. To protect the participants of this study, pseudonyms for the OLs have been created by assigning a letter to each member and tracking the data through that individual's letter. For the purpose of this research members of the Orientation Team will be referred to as OL/A-OL/W; OL is short for Orientation Leader and A-W corresponding to an individual member of the team.

One method of data collection used was critical self-reflection journals, the first having been administered following the group interview process (See Appendix B) to examine the students ability to reflect. Self-reflection journals then continued throughout the duration of the season (See Appendices D, F, H, I, J). A portion of data was derived from the pre-assessment (See Appendix C) administered during the first week of training and post-assessment (See Appendix G) at the end of training in June prior to the first Orientation session. Data collected during the assembly of the Orientation team was used as part of the Pre-Cycle observations to compare the congruence between self-assessment and professional staff evaluation of students to appraise student's ability to accurately self-assess. Individual 1:1 advising sessions were conducted by the lead team in a rotation to meet with each OL using an informal set of questions to assess student learning in accordance with SLOs throughout the duration of training.

Three cycles spanning from Pre-cycle observations in March of 2019 through to the end of Orientation season in September of 2019, in alignment with Spring, Summer, and Fall Quarter, are included in this research. Cycle One includes data derived from pre-assessment data, three self-reflections, and 1:1 meeting reflections which directly informed the ten-week training curriculum as it was administered. Cycle Two consists of two self-reflection journals, 1:1 reflections, observations of June Orientation sessions in action and post-assessment data. The final cycle uses observations from September Orientation sessions in action, the fifth self-reflection journal, and the final OL debrief meeting. Cycle Three also includes exit-interviews that allowed students to assess their overall performance and provided me with an opportunity to reflect on the student's leadership development from their hiring interview to their exit interview. Collection of data through observations was taken through journal notes and voice memos.

Qualitative data was analyzed using theme grouping in the assessment of leadership development in accordance with SLOs; whereas quantitative data was analyzed using median and standard deviation from the mean to measure the development of learning and effectiveness of intentional training curriculum. Validity procedures used during the implementation of my action research include construct validity which is utilized to accurately assess leadership development and what it means for programming to be intentional based on operational definitions created prior to the facilitation of training and administration of assessment. Internal validity was used during the analysis of quantitative data derived from pre- and post-assessment to quantify the achievement of learning outcomes and learning development of each student.

Overview of Cycles

There are three cycles within my research based on an initial needs assessment contrived from the previous year's data as well as assessments conducted from the start of the ten-week training curriculum and through the Orientation season ending the last week of September of

2019. Pre-cycle observations will occur during the recruitment and interview process to gauge the OLs knowledge prior to starting the position. The first cycle occurred during the Spring Quarter of 2019 starting in March during the first week of the ten-week OL training curriculum and ending during the first week in June. Acting on the first cycle, Cycle Two occurred from June through August of 2019; referred to as the Summer Quarter. The third and final cycle referred to as the Fall Quarter began in September and finished in October of 2019. This research concluded by examining all data collected from various forms of assessment in all three cycles to gauge the overall student learning in accordance with SLOs.

Pre-Cycle Observations

My first task as the Graduate Assistant was to hire the new Orientation Leader team and begin developing the training curriculum for Spring Quarter. The first step in this process for me was to review the feedback from the previous year's OLs who were asked to reflect on their overall experience from training through the end of the 2018 Orientation season. The OLs were prompted to provide feedback in the following categories: schedule, logistics, presentations, facilitations & activities, meals/food, OL duties, and other. Common themes that showed up in the feedback surrounding training were around the lack of training structure and content, returner OL dynamics, inconsistency in the leadership team/staff, feelings of unpreparedness for the role, a sense of feeling undervalued, and a longing for deeper connections amongst the team.

Lack of training structure and inapplicable content was mentioned as OL's suggested that training times need to be altered and prescheduled, timelines to meet goals need to be established and that there wasn't enough training time which "makes the difference between a good session and a great session" according to a previous OL. Lack of developed and consistent training left the OL's with feelings of unpreparedness for the role. One previous OL shared that at times the role felt 'unprofessional':

>"I am not suggesting micromanaging us, because to some extent the liberty we had was great. However, I did not feel like there was enough organization or structure from the start. This led to a very dramatic dynamic in the group that also stems from Leadership. There was not equal work don't from all OL's in and out of sessions, I strongly believe that this could have been avoided had you taken more time to assign roles and acknowledge that some people do bring more into the program due to experience. At the end we worked with what we had although at times we seemed/felt unprofessional."

Students also shared that most of their OL duties felt like fun things to do, especially being able to present, share views, or facilitate, so we wanted to provide our team with more of these opportunities as frequently as possible. More 'real-life' practice scenarios and additional training on facilitations were heavily suggested to be implemented as a part of the training; two suggestions that strongly influenced the development of the 2019 OL training curriculum.

Another factor that largely contributed to the OL's frustrations that season was the inconsistency in the leadership team/staff members and resulting in an uncomfortable returning OL dynamic that was then established and maintained through the season. One student shared that the program is very special to them but having inconsistencies with changing staff made it difficult, suggesting hiring someone consistent to support the OL's and manage returning OL dynamics. An OL suggested that the leadership team introduce and distinguish returners from the beginning because in the previous year "tension arose" because new OL's were put in the mindset that returners are separate. Even during the final debrief conversation, one OL felt it was "mildly painful because it was a returner dominated conversation & a lot of 'last year this' rather than about orientation." Students felt that there needed to be a definite line between supervisors and returning OL's as "returners do not own the right to act like superiors". The returner dynamic was something I had to be especially cognizant of to ensure that all OL's felt like they had a voice and control over their learning experience.

For me what was most shocking when reviewing the feedback was the OL that disclosed: "this job has been rewarding however, sometimes there is a group dynamic that is tense and

separate. I feel surrounded by people who are unwilling to listen and who only associate with certain people. Since I'm so replaceable I don't know if I'm going to return." It became my mission to ensure that students felt they were a valuable member of this team and recognized the strengths they held. It was clear that the previous team was not only looking for validation in their role but also longing for deeper connections amongst the team. One OL from 2018 wrote that "having the team's support during the hard times kept me going as a good Revelle leader... the takeaway is that Revelle OL training needs bonding and vulnerability to create bonds & community" when reflecting on their experience, which reaffirmed my need for community and collaboration allowing my work to seamlessly align with the values I hold true. Overall the feedback illustrated that the previous year's OL's were dissatisfied with the training they were provided as it left them feeling underprepared, underutilized, and undervalued.

  Cycle 1: Spring Quarter (March-May 2019). One of the core responsibilities of an OL, which inspired SLO4, is to remain flexible and adaptable; traits the leadership team held that greatly contributed to the overall success of the team. I like to think of my cycles as being composed of several cycles within themselves, using 'mini-cycles' throughout training to *observe* team dynamics and learning, briefly *plan* and immediately *implement* a new concept or activity in alignment with O'Leary's Model of Action Research (O'Leary 2004). In the moment, if students were not grasping a certain concept or if we felt what we had originally planned was not what the students needed based on how they showed up that week, we were able to gracefully make changes in the moment to adapt to the current needs of the team. Leaning heavily on Tuckman's Team Development Model, we were able to guide our team through each stage using careful attention and tips to alleviate and resolve conflict within our team. The revisions to the training curriculum were based on the evaluations of the SLOs and were made to encourage the transformation of students, leadership team, and overall Orientation program.

During Week One of this research, I disclosed the SLOs that drive this study to the OLs during our initial meeting as a team. We also shared the OL job description to reiterate role expectations and further elaborate on what we are asking of them, while also highlighting what they are gaining from this experience. We then co-created goals for the Spring quarter in accordance with what the students were looking to retrieve from their experience and what the leadership team needed for our team to be effective. We used initial Pre-Cycle observations and pre-assessment data to inform each decision regarding the curriculum design moving forward. Goal-orientation was used throughout training by revisiting community guidelines, self-assessment on role performance throughout training, and outcomes-based curriculum to guide the learning process. During this time the OL team was in the *forming* stage, developing bonds with one another, but still maintaining a polite distance and staying attentive to the figures of authority. It is worth noting that during the *forming* stage, sometimes there is 'baggage' carried by the way people have been treated in the past (Wilson, 2010); this was especially prevalent within the returning OLs participating in the research as they had previously been a part of the Revelle Orientation Team and had to adapt to a new team with new leadership. At this stage in training, only my supervisor and myself were seen as figures of authority, whereas the SOL was still only seen as a peer.

During Week 2 we facilitated an Academic Advising presentation and networking opportunity which helped OL's identify key resources and develop a thorough knowledge of UCSD, which is a demonstration of SLO1 on resources. I then led a presentation on public speaking and non-verbal communication to increase learning in accordance with SLO3 on communication. The SOL introduced the concept of committees, an opportunity for returners to lead a small group on a project that contributes to the overall team goals. To the leadership team's surprise, in the coming week returners did not lead committees in the way we expected,

as the returners and leadership team had increasingly different priorities on how to proceed.

Venturing into the *storming* stage, we did not want to see the same patterns as last season

reemerge, where rookie OL's felt returners were given superiority.

During Week 4 significant changes were made to the training curriculum based on the

group dynamics observed and the team's inability to move beyond the *storming* phase. We

identified that the group was in the *storming* stage after observing the returns lack of effort in

leading committees, returner influence on first-year work ethic, and the focus during training was

subpar, especially when my supervisor was not in attendance. Concurrently as this time, an OL

we hired had a non-negotiable conflict with some of the Orientation sessions so at this time they

were transitioning out of the OL role, and the team prepared to welcome a new OL from the

alternate list. We were originally scheduled to review the Revelle phone application but the lead

team felt this was non-essential, rather the team was in need of an activity to bring them together

to bond and improve communication with one another. My supervisor facilitated the 'Jet-

Fighter' team builder; an activity that helps teams navigate challenges in communication. The

team then reflected on what they gained from the activity, noting that effective communication

requires us to be clear about our objective, to not assume everyone knows what we know, and to

delegate or ask for help if needed. We used the second half of training to bring in Student

Success Coaches from UCSD to facilitate an interactive presentation on unpacking Strengths

teaching students to 'name, claim, and aim' and articulate their strengths as skills for future roles.

This activity and presentation contributed to the learning of SLO2 and SLO5. We introduced the

first self-reflection (See Appendix D) to guide OL's in unpacking their 'Strengths Quest' results.

Some standout reflections that support the learning of SLO2 on identifying personal leadership

styles and strengths come from OL/D and OL/T:

> OL/D highlighted their strength of *empathy*, "to me, my reported top strength empathy
> means understanding that everyone has different experiences and feelings and using this

understanding to treat people appropriately. I purposefully use this theme as a leader by doing my best to pick up on small cues of how people are feeling so that I can ensure that the environment feels open and inclusive to everyone… I think that this is valuable to me in all aspects of life because people have a natural desire to be understood and it is hard for a group of people to work together if they do not understand one another.

OL/T chose their strength of *connectedness*, "This theme has been very significant in my own life, as I strongly believe in the "unity of humankind" that this theme references. My faith and desire to help others has been a driving force in my own experiences and life choices, and I feel that applying this theme to leadership creates a judgement-free zone where relationships flourish, and psychological safety is key. As a student, I have been a part of groups where this theme of connectedness had been implemented, and I have felt the positive effect it can have on the group dynamic."

Of the 115 total strengths held respectively by members of the team in increments of five, the top strengths amongst our team were: Restorative (11), Communication (9), Developer (9), Learner (9), and Achiever (8). Students mostly all resonated with their top strength and would often explain how this strength shows up in their leadership style by articulating how to use their strengths to their advantage when working with others or in a team. Overall, the lead team was very impressed by the students' ability to apply their strengths and have developed language to give voice to how their strengths show up as part of their leadership style.

We implemented 1:1's with OL's following Week 4 after the team began to slip into the *storming* stage. We felt 1:1 meetings would be essential for our team to build connections with the leadership team and served as a way for the lead team to receive feedback on ourselves and the training curriculum. The SOL and I were nervous to do 1:1's, me because I had never done advising before and the SOL because it was a shift from peer to an added level of authority. We started the conversations with a check-in on life and school to see if anything sparks further conversation, then inquiring about what is and is not working in training, and usually ended by providing feedback and sharing anything we saw that stood out about the OL. This was also the place to address any issues (i.e. airtime, timecards, lack of engagement) in a reasonable way.

During the first round of 1:1's I met with eight OL's to talk through the above questions, as did my supervisor and the SOL with the other 16 OL's. After the meeting with each student I would record my initial thoughts guided by the following questions: How did I feel going into the meeting versus how do I feel after the meeting? Were there any issues or areas of concern I should pursue further? How do I feel this student is progressing toward the learning outcomes? Did anything surprise me about our 1:1? These questions helped me process my understanding of the students' learning and reflect on any concepts we may need to revisit or resources we could use to supplement learning. "We ended up staying much longer than the alloted 30 minutes." is how I started my voice memo to reflect on my very first 1:1 with OL/N:

> "We talked about her strengths and how she was really happy that her strengths had changed since the last time she took the test. The last time she had taken it, her top strength was discipline which was something that we had seen in her, even since the group interviews…..How do I feel that she is progressing toward the learning outcomes? I feel like she is able to speak to her strengths, and she is already enacting her leadership style in her work, through her multiple positions." - Voice Memo, April 30th, 2019

It was clear after this meeting that OL/N was aware of their strengths and was beginning to find ways to articulate her strengths in her various leadership roles on campus, which is a direct demonstration of SLO5 on self-assessment.

Week 5 of training was used to prep OL's for the upcoming Social Justice Retreat (SJR) and gauge their pre-existing knowledge of Social Justice terminology and concepts. We also had the interim Revelle Provost come in to collect student input on the newly modified college mission. We saw this as the perfect opportunity to pivot into an activity that re-centered the group's values by talking through the vision for Revelle College and then revisiting our vision as a team for Orientation; progressing the team further out of the *storming* stage. We then transitioned to an affinity diagram activity where we reviewed terminology frequently used in the upcoming SJR curriculum to ensure that all students had a baseline level of knowledge as well as for us as a leadership team to observe what needs extra focus. We started off the

discussion by acknowledging the buzzwords we hear a lot but rarely reflect on or grab the full

definition of. Assistant Dean Grace stated early on that:

> "our goal is to have a dialogue with you all, as a group moving forward in these discussions. The more we talk about this the more we unpack our own identities and how they fit in with everyone else, the more we can dismantle the oppressions. We are on this journey with you, not just the facilitators but participants." - Training Notes, Week 5.

Essential terminology we wanted to highlight included: privilege and our responsibility to

pinpoint, recognize and address it, creating brave spaces, the difference between equity and

equality, awareness of microaggressions, and justice or getting to a place where we can change

or dismantle the barriers in place for oppressed individuals. Students understood that we would

participating in an open-ended exchanges that continues after unpacking the difference between

dialogue and discussion as two forms of communication that can be used effectively. Affinity

mapping solicited a wide range of emotions from the OLs falling on a spectrum of feeling lost

and misunderstood, to feeling confident and ready to explore.

The previous year's OL's expressed a lack of learning following the SJR stating that the

"retreat cannot be called "Social Justice Retreat" if there's no social justice in it, I learned

nothing. I did however bond with others and get out of my comfort zone, for that I'm grateful." It

became my goal to ensure that students were leaving with both a memorable experience and a

deeper understanding of themselves and others. Based on pre-assessment data, we knew that the

concept of capital needed to be freshly taught and that the lowest averaging scores for confidence

in ability were in 'reflecting on own identity', 'speaking about own identity', and 'speaking on

identities different from own' all of which we would explore at the SJR. The highest averaging

category was confidence in their 'ability to learn about the identities of others', which energized

me moving into the weekend. An additional set of SJR SLOs (See Appendix E) were adapted

from the original six (See Appendix A) specifically in regard to capital, identity, self-assessment,

and establishing respectful, open environments. While drafting the schedule, Grace informed me

of a tool used to map out what SLOs are met during specific points of a multifaced program (See Appendix E, Figure 3). Following the retreat, I created another map (See Appendix A, Figure 2), to illustrate the overall curriculum learning outcomes in accordance with specific modules.

At the SJR, students participated in activities such as value sorting, personal and social identity wheels, and presenting their life maps to one another as a way to develop their own identities and recognize the intersections between them. As a group we held discussions on the cycle of socialization and oppression, and applied this knowledge using the 'Star Power' activity which further developed the student's comprehension of capital. As a facilitator, I modeled what it meant to be an inclusive leader, moderated dialogue, and fostered a brave space where students felt equitable, included, challenged and supported. We knew this retreat was overwhelmingly successful after having received direct positive feedback from the OLs and after reviewing the second self-reflection journal (See Appendix F) sent out following the weekend and comparing those reflections with pre-assessment data and observations from the affinity mapping activity.

Questions asked in the second self-reflection journal (See Appendix F) following the SJR allowed OL's to continue to unpack their salient identities and how they intersect, the process of choosing their core value, explaining the importance of leaders establishing open and respectful environments, and to reflect on their 'Star Power' simulation experience. These questions helped me process my understanding of the students' learning in accordance with the SJR SLOs in order to assess their learning thus far. For the first question OLs were asked to choose at least two of their most salient identities and explain how they interact with each other, using their personal and identity wheel for reference. Orientation Leaders chose to reflect on a multitude of intersecting identities such as race, ethnicity, gender, ability status, religion, age, and socioeconomic status to name a few. Reflecting on their ethnicity and gender, OL/E stated they

> "have a lot of pride in my Mexican-American identity but due to the prominent
> machismo attitudes held by many in my community growing up, it has made me question

my worth and my position in society so much that I have become aware of negative opinions someone might hold against me. Due to these two interactions, I have strengthened my view of what it means to be a strong woman and what I want to highlight and exclude from my culture."

Somewhat similarly, OLD reflected on how their identity and a white woman is both limiting and empowering, expressing a strong desire to use the voice they have because of their racial identity to speak about issues caused by their gender identity and further acknowledging the privileges that come with intersecting identities.

OL's were asked to speak to the process of how and why they chose their core value and how it shows up in their work. OL/O chose to reflect on the value of love and how it drives them

"I believe that if anything you do does not lead you to something you love or that makes you happy or it does not share a part of yourself for the benefit of others, then it is not worth doing. This is why most of my efforts go into organizations or projects that have implications that are greater than the sum of its parts. I strive to be a pharmacist to be an advocate for the health everyone needs to live their lives to the fullest. I am the president of a pre-health fraternity that unites people with similar interests so they may reach their goals with each other's support. I do scientific research on small molecules and proteins that, if applied correctly, may cure diseases. I am an orientation leader to be a resource and guide for new admits in the overwhelmingly boundless world of college. I love to serve, and I feel purposeful when I am needed."

Similarly, OL/Q reflected on their core value of authenticity "in everything that I do, I ask myself whether it is really want I want to be doing, what my reasons for doing it are, and if it's true to what I actually believe...I feel like if I prioritize my time and efforts into things that allow me to be authentic and that I am actually passionate about, I always end up enjoying what I am doing" I resonated most closely with OL/Q as authenticity is one of my core values as well. Orientation Leaders were then asked to speak to why leaders should appreciate and show sensitivity toward human differences, and how they personally build connections with different identities. Generally, OLs believed that the most important thing is to keep an open-mind, even and especially when people have different identities than their own.

"Leaders should appreciate and show sensitivity toward human differences, because leaders should lead by example. In order to make your team feel that they can trust and

respect you as an equal, you must make sure that you make them feel equally important to the team and that their contributions and various skill sets are valid. By achieving this, each team member feels as though they are contributing to create an effective team dynamic and overall it will build bonds between one another" noted OL/R.

Similarly, OL/L reflected on their time at retreat and felt "amazed by the diversity in the social and personal identifications across the orientation leaders and staff. When these differences are appreciated, such in our own team, we have a breadth and depth of unique perspectives on matters, allowing us to foster a unique and strong team dynamic." As leaders, we are supposed to unite and empower others, and the best way to do this according to OLs is to empathize with the circumstances that make them who they are and guide the way they think and work.

The next reflection question asked OLs to explain the difference between a safe space and brave space, and what qualities make up each space. Orientation Leaders were able to delineate between the two environments noting that a safe space where people feel safe and comfortable sharing personal things about themselves and a brave space takes it one step further. In a brave space, people not only feel safe sharing their experiences but are compelled to take that step out of their comfort zones and share things that they might not have shared with anyone ever before. There is an element of risk involved, but the reward is great. A brave space is meant to promote conversations that are hard to have, but necessary to promote change, rather than submissively abiding by the status quo. Overall agreeing that the major difference between a safe space and a brave space is what is fostered in those spaces.

In the last question, OLs were asked to reflect on the 'Star Power' simulation and how they could translate this into lived experience. Orientation Leaders quickly felt the perpetuation of disparity during the simulation and felt surprised by the striking similarity in their life growing up and the simulation. In particular OL/I reflected on

"…climbing out from the bottom, and I was able to fight against all systemic and personal barriers to my success. Not everyone can do that. As we saw in the simulation, squares tried so hard to get as many people up as possible. This is again reflected in the

real world; the top aren't usually too keen to help those are the bottom, and those that do are often alone and unable to recruit their peers. It did remind me a lot of my life growing up, the constant struggle of trying to overcome the lack of resources, but really not feeling prepared or if you are able to make it, stay up there and use the newfound agency to help those who aren't able to do it on their own. In the simulation, we attempted to create allyships, but they often dissolved and the gap between the top and bottom grew, and this is directly reflective of how life works too and bring awareness to our unknown biases when prompted."

Going on to note that societal restrictions we imposed are arbitrary and meaningless, but we continued to follow them and were unable to see how we continued to deepen and darken the boundaries we made. Reflected in society, those who have authority are hesitant to use it for any other reason than to lift themselves higher, disregarding those who are left behind, which then only widens the gap and strengthens the barriers in between. An equitable playing field is attainable, if first acknowledged and actively worked toward. The understanding of capital, in all its forms, was articulated at a much deeper level of understanding from the OL's than in comparison with pre-assessment data. Overall students demonstrated a thorough understanding of the 4 SJR SLOs and of overall training SLO2 and SLO5 in which this research focuses on.

Following the SJR, we continued sharing the Life Maps we created as a 'challenge by choice' sharing opportunity highly encouraged to help the team further understand and appreciate different identities and experiences, as well as to continue to build deeper connections amongst one another. We revisited OL expectations as we welcomed OL/M to the team and anticipated that adding a new member to the team may influence group dynamics making this the perfect opportunity to once again re-center the team to our values and goals to prevent the team from retreating back to the *storming* stage, and progressing positively toward the *norming* and *performing* stages. Following Week 6, a particularly influential returning OL chose to rescind their participation from this research after having been asked to turn in their self-reflection 2 response, an expectation of all OLs, for a third time via email. Data from this OL is not included

in this research and is an important reflection about the complications of doing research in a hierarchical situation.

During Week 7 of training Residence Life staff facilitated a presentation on Student Life and answered some commonly asked questions as an additional resource for OL's. James then reviewed the 'Crisis Response Guide' a detailed communication plan for varying levels of crisis should they occur. Training Week 8 began with 'housekeeping' announcements by James with a subtle refresher on job expectations. It was during this time that James deferred some of his formal authority in terms of his positionality as a professional staff member to the myself and the SOL who were often dismissed by a select few OL's that had enough influence on the collective in the proceeding weeks. This was mostly felt by the SOL as a peer to the OL's, whereas I had some formal authority bestowed on me through my title as the Graduate Assistant. We finished the day with facilitation practice and a presentation on Intercultural Communication by two International Outreach Coordinators who central campus. The presentation gave students an opportunity to identify their communication style as well as recognize and gain a deeper understanding of differences in communication styles and conversation rhythms. This specific training would be especially helpful in preparing OL's to serve the international student population in September and contributed to learning of SLO3 on effective communication.

During Week 9 of training the SOL began to more confidently take up their authority as they facilitated a portion of the day that was stressing out many of the new OL's. Unlike previous times when the SOL was presenting, the team was fully attentive. I attribute this to James' refresher of expectations in Week 8 along with the SOL's known expertise on this facilitation given their previous experience. James and I took a backseat during this portion of training to further empower the SOL to take up their authority in the space as she led the team. We then offered space for OL's to vocalize any last thoughts on what they would like to see as a

part of all-day training sessions and introduced self-reflection journal 3 (See Appendix H) which asked for anonymous feedback on all-day training in case students needed an alternative way to express their needs. The second round of 1:1 meetings were also scheduled this week to check-in with OL's as the quarter wrapped up and prior to all-day training. Week Ten of training was used as one final way for the lead team to assess what is left that the OL's still needed to be trained on as a part of this cycle. We reviewed a presentation on "All Things OL" which included the logistics of the day and taking care of oneself leading up to and during Orientation.

Restructuring the ten week training curriculum on multiple occasions intermittently ultimately influenced the all-day training schedule and overall effectiveness of OLs in their role during June Orientation sessions. Most notably was the abrupt shift in work ethic around Week 4 prompting an immediate change in the curriculum design to include several opportunities to reinforce the community bonds as a team and move out of the *storming* stage into *norming* as OLs progress toward their shared goal of being an effective Orientation Leader team. From the two self-reflection journals, 1:1 notes, and training observations it was clear that the OL's were positively progressing toward the achievement of the learning outcomes at the end of this cycle.

Cycle 2: Summer Quarter. (June-August). Originally, the summer season was going to be broken up into a third and fourth cycle, however no significant changes were implemented to warrant two separate cycles. Self-reflection journal three (See Appendix H) which solicitated anonymous feedback from OLs post-Spring Quarter training directly informed the creation of the two all-day training schedules for June to prepare for the New Student and Parent/Family Orientation sessions to follow. As the leadership team we reflected on what was still left for the OL's to know in order to be effective in their roles. Have we succeeded thus far in achieving the SLOs we disclosed at the beginning of the season as a result of training? Where is our team at as

individuals and a collective, what stage are they currently in? Most importantly at this time, what didn't stick during the ten-week training that we needed to refocus on?

The third self-reflection journal was optional to participate in and was received by the leadership team anonymously; we received nine total responses. The majority of the responses were around the need for more common scenarios and more time to practice facilitation of small and large group discussions. One response in particular that stuck out to me, presumably from a returning OL:

> "Definitely am not trying to pull a "last year we did this..." or "it was better last year when..." because that's not productive by any means but I did appreciate the amount of time we dedicated to Real World and Intro Dances in training [last year]. I feel that if we rely on all-day training to those 2 things (and not in weekly training) then we miss out on dedicating time to last minute jitters about facilitations and "what if " questions. As a new OL last year I had a million last minute questions the night before our first session and I don't think that should be overlooked or ignored" - Anonymous OL

What we as the leadership took from these responses was that the OL's felt they were armed with resources and a thorough knowledge of the university, however navigating their small and large group dynamics and "out of the box" situations that may arise were a concern.

The second round of 1:1 meetings were scheduled shortly after the ten week training concluded but prior to the all-day training sessions in June. I centered the meetings around how OLs were feeling about the end of the quarter, in regard to all-day training, and what they still needed to be successful in their role at the upcoming June Orientation sessions, some of the observations that stood out were all from rookie OL's. Reflecting on my experience with OL/T, I noted "[they] have taken to this material so well. They even mentioned that there were some resources and organizations that they learned about and feel confident talking about that they would have otherwise never delved into since it didn't directly apply to [them]" (Voice Memo, June 4, 2019) a direct example of SLO1 on identifying resources. After my conversation with OL/V, I observed that they "seemed a little less bubbly than usual, they had a lot of stuff going

on, it's Week 10, they're trying to find balance...I shared with them that the leadership team has seen such resiliency in [them], especially after hearing the story [they] shared at the SJR and that [they] truly bring a positive uplifting attitude and that I have literally seen [them] brighten up the moods and faces of other OLs [they] interact with" (Voice Memo, June 7th, 2019). These interactions highlighted the importance of getting to know the OLs on a deeper level beyond their role as a leader and reminding them of the strengths they bring to the team. Optional self-reflection journal three along with 1:1 observations from the leadership team heavily influenced the development of all/half-day training schedule which was mostly developed by the SOL and myself with only minor edits and a final approval from my supervisor, which as a GA felt empowering to have such a strong influence in the content.

The last training prior to June Orientation sessions were comprised of 11 hours for 'all-day' and five hours for 'half-day' training with breaks and meals included. During all-day training we did a full breakdown of the schedule, rehearsed opening dances and the 'Real World' performance, and spent several hours on facilitation and scenario practice as requested by OLs. During the half-day training we did full run throughs of the opening ceremony, 'Real World', and small group facilitations while James separately reviewed roles with professional staff members who supported Orientation sessions. The last three hours of the day were solely dedicated to running through case studies such as exceptionally disruptive students, injuries occurring, students stressing out about fitting in, and conflicts between OLs; followed by OLs receiving feedback on their facilitation style from the lead team and their peers. The post-assessment was administered to OLs at the end of half-day training as one of their final assignments of training administered prior to the first set of Orientation sessions. After reviewing the data from the post-assessment, the leadership team had to delineate whether or not we

achieved the six SLOs as a result of the ten-week training curriculum and June training sessions. If the answer is no, what is still needed to be worked into September OL training.

June Orientation in action showed the team seamlessly moving through the *performing* stage, operating as a 'well-oiled machine'. Feedback derived directly from Guidebook, a virtual application builder used administer an overall program assessment to Orientees and their families at the end of each Orientation session, showed that Orientees felt they really appreciated how organized everything was and how OLs made them feel comfortable. Overall OLs created an 'overwhelmingly welcoming' atmosphere, one orientee shared that their OL was the "best part of Orientation, [they] really did help push the group outside their comfort zone to bond" which was one of the co-created goals as a part of being an effective OL.

In late August, students received an email with the call-back date and tasks including the completion of their fourth reflection journal and signing up for their final 1:1 meeting. Self-reflection journal four was used as a refresher reflection on the OL's June experience as well as a direct way for students to express what they needed out of September training sessions. During the third round of 1:1's the questions I focused on were centered around OLs transition back to campus following summer break, what they needed a refresher on that we could incorporate into the upcoming all-day training, and how they were feeling about interacting with a new population of students than in June as transfer and international students would be attending designated September sessions. After reflecting on my conversation with returner OL/F, **"I picked [their] brain about what kind of transfer resources we might need for training...[they] reminded me to go over transfer specific academic advising questions they might encounter."** (Voice Memo, August 29, 2019). I really appreciated that they were being resourceful and wanted to be armed with as much knowledge as they could to best serve the incoming transfer students. My time with OL/D was spent talking about the struggles they were bring back with

them to campus after the summer, talking through finances, moving, bad roommates, juggling being the president of their organization, and working two jobs; we bonded over the struggle of learning to navigate full-time hours as a student. We talked through their excitement to be back with their 'orientation family', what their experience was like last year as a returner during transfer sessions, and if they were going to return next year for the role and if they were at all interested in the SOL position – I'd like to think of this as early seed planting.

In the fourth journal (See Appendix I) students were asked to reflect on their experience of June Orientation sessions, provide feedback on upcoming September training, and assess their knowledge of transfer specific resources. Students were first asked to reflect on their experience as an OL during the June sessions; what they did well and what they felt they could improve on. OL/A reflected on how proud they felt leading reflections and facilitations by "working hard to create a safe, brave space for my orientees to share their experiences with me and each other" learning that different groups offer different energies and as OLs they must adapt to certain styles of communication within each group. Many other OLs expressed the need for training on navigating less talkative groups in small group facilitations as some found it difficult to find the balance between letting them process information and encouraging them to share their thoughts. Several OLs expressed gratitude for having their teammates to lean on, OL/F shared that they felt they could "improve upon being there for the rest of the OL's…check in on how they're doing throughout the session. I feel that that's important as well, so we all know that we're here for each other too." Overall, OLs felt they wanted to continue prioritizing making my orientees feel welcome, included, and comfortable on campus as well as one another as a team.

For the next question OL's were asked to articulate how one of their strengths made them an effective OL. Most, though not all, chose to use a strength from their 'Strengths Quest' report. OL/I noted that their restorative strength helped in times "when it felt like the group

dynamic was failing, or the script/talking points could not help…I found ways to nurture the relationships between orientees to keep them engaged and fixed many of the issues that arose as we went through the day" demonstrating adaptability and SLO4. OL/F chose not to use a 'Strengths Quest' strengths but still articulated their strong communication skills, "I think my strength was making conversation. I know I'm comfortable with silence but I could sense how much more awkward my orientees felt when things got quiet so I always had questions to ask them whether it was while walking from an activity or sitting for a meal" which demonstrates SLO3 on communication.

Students were then asked to talk about their small and large group facilitations, if they felt prepared to lead those discussions, and what those environments looked like. OL/P shared feeling of nervous prior to the sessions but overall felt prepared for their role noting that their "small group facilitation at first was intimidating because I was worried how to handle some situations however, because of the training that we received I thought that I was well prepared to begin a debrief on the activities." Returning OL/D also noted that "just like last year, these were my favorite parts of orientation and I think I was able to take it a step further and challenge my own ideas and lead the discussion in a way I've never done before. I felt very prepared." Illustrating clear progression toward the learning of SLO3 on effective communication. Finally, OLs were asked to reflect on what they needed moving forward in training that the leadership team may have missed or may need to focus more attention on. OL/G expressed the need for more team bonding, requesting more activities that "focus on the orientation leaders reconnecting so that we can be a strong and supportive team." Focusing on the population of incoming students, OL/A brought up a valid point as "demographics for September sessions are a bit different, I think it would be good to discuss how to best communicate with both transfer and international students and what resources they should be aware of.", other OL's mentioned

the need for a 'crash course' transfer student life. OL/R also suggested that we design "training to revolve more case studies specific to transfer students (commuting, upper division classes, etc.)" we again saw a high request rate for more practice scenarios and case studies as a part of training. That said, OL/T shared they felt "June training encompassed much of what we needed and I felt like it was thorough in preparing us for orientation" which made me confident moving into September training sessions. Several others had 'no specific feedback to offer' at this time.

We also wanted to gauge the OL's previous experience in working with transfer students and what resources they felt were integral for a transfer student to successfully transition to UCSD. Although many of the OL's shared that they had limited or no experience working with transfer students, most of the OL's came to the general consensus that the "college experience" usually comes second to their education out of practicality. OL/D noted that transfers tend to be "less open to making friends and finding their BFF at orientation…I'm excited to finally be the same age as most of the transfers because last year I was super intimidated since I was younger" whereas some OL's contrastingly expressed anxiety around the age gap between themselves and 'non-traditional' transfer students in their groups. OL's named several resources that focus on academic and professional success as transfers are looking to 'hit the ground running' and are concerned with finding internships or career options and networking opportunities. Information given to transfer students at Orientation should be tailored around educational resources and experiences rather than social organizations, OLs overwhelmingly agreed and therefore requested to receive more transfer specific resources during training.

Post-assessment data, observation of June sessions in action, 1:1 reflections, and self-reflection journal 4 directly influenced the creation of the September all-day and half-day training schedule. I felt I took on the majority of the curation of the schedule as the SOL was studying abroad and my supervisor was on paternity leave during the summer "off-season",

leaving me to collaborate with them virtually and occasionally bounce my ideas off Assistant Dean Grace who remained in office over the summer. The planning stages of September's training heavily focused on the unique needs of transfer and international students, two new populations of students that we would be welcoming during the September Orientation sessions. We as a leadership team had to reflect on what additional training was needed. What do we need to move forward, to continue to develop leadership capabilities, to best serve the needs of the student population we were serving in September? All while considering how to best support our Orientation team as students are starting the new school year.

  Cycle 3: Fall Quarter (September-October). As we transitioned into the Fall quarter, the Revelle Assessment Committee requested for me to present at their meeting in early September where I shared findings from my research thus far as well as the data obtained from Guidebook on the June Orientation sessions which provided feedback on the overall program from orientees and their families. At this presentation I described to professional staff the types of assessment data derived from training, as explained in this action research. Highlighting the student learning outcomes-based interventions from training and data from Orientation sessions which was satisfactory-based administered through Guidebook. I chose to focus on student learning in the areas of knowledge and experience with resources, understanding and experience with differentiating communication styles, and confidence in leadership style which all showed significant improvement in the comparison between pre and post assessment data. At the end of the presentation I shared the plans for training moving forward which included the continuation of self-reflection journals as an effective form of data collection, leveling priorities of OLs with those of the leadership team, and to increase the practice scenarios and case studies during training for OLs to practice their facilitation skills.

To kick off all-day September training I shared my undergraduate transfer student experience, I was authentic and vulnerable in speaking on my journey of leaving my first university and transitioning to a new one across the country. We unpacked as a group the multitude of reasons students choose to transfer institutions such as advancing from community college or to a new career path, being a "wrong fit" transfer like myself, and special populations of "non-traditional" students. My story set the stage for us to discuss how to be support transfer students, OLs came to the understanding that they would be one of the students first friends and they should encourage them to embrace the ambiguity and they would be there along the way. For the remainder of the day we reviewed part two of the Intercultural Communication presentation and dedicated the rest of the time to various small and large group facilitation practice. Once OLs felt confident in these areas we broke into four groups where returners lead the scenario and a member of the leadership team was present to offer feedback. Assessing students learning of SLO1 on resources, SLO3 on effective group facilitation, and SLO4 on OLs ability to demonstrate adaptability and flexibility.

The second day of half-day training began with an 'Identity Nametag' where OLs were able to reflect on how four of their identities show up for them as a student and a student leader. We then did a 'Four Corners' activity where OLs moved to a corner of the room the ranged from Strongly Agree to Strongly Disagree coinciding with controversial statements about transfer students which opened up small and large group dialogue to help understand others' opinions and experiences as well as demonstrating SLO6 on perceptions of background differences. We were able to let OLs out a few hours earlier than expected because of how well they showed up to training, allowing them more time to rest before we held back to back Orientation sessions. Observations of September Orientation sessions in action were non-essential for the purpose of this research, however it is important to note that the OLs seamlessly navigated the *performing*

stage as effective teammates and individual leaders in the OL role as proven through positive feedback derived through Guidebook data following each session.

To begin final meeting as a team we had OLs use the chalkboard to debrief all of Orientation, sessions and training included, in a 'Stop, Start, Continue' activity. Some things OLs were hoping to *continue* in training next season were leading each week with icebreaker activity, 1:1 meetings with the leadership team earlier and more frequently, practice scenarios, having all-day trainings to prepare before sessions, and having a Senior Orientation Leader. Several OLs felt strongly about discontinuing committees and using trivia to learn resources, though most feedback in the *stop* category was about the Orientation sessions themselves. Orientation Leaders felt they wanted to *start* facilitation practice earlier and more frequently in the season, go further in depth on social justice terminology, having stronger direction of committees if continued, involving returners more in training, and creating even more opportunities for team bonding. It was during this final meeting that I realized our team was in the *adjourning* stage as I stood at the top of the auditorium watching OL's who at the beginning of the season were strangers, now embracing in tight hugs and seeing the happy tears flow. Saying goodbye to my first ever team is a moment in my professional career that I will never forget, a team that we created, and they formed a family out of. In my position as the graduate assistant, to have my students give me thank you notes and embrace me with both arms, was so humbling and reaffirming that I was exactly where I needed to be, doing the work that I love.

The fifth and final self-reflection journal (See Appendix J) was used as an intervention to assess student learning from September training and their overall experience in relation to student learning outcomes. During the final debrief meeting, we facilitated an 'Icebreaker' where students shared a six-word memoir on their feelings toward wrapping up the season and beginning a new school year. Here are some highlights: "I'm not so lonely after all" (OL/E),

"new friends, new lessons, new memories" (OL/F), "established new bonds, modeled the way" (OL/J), "Vulnerability is a thing that rewards" (OL/M), "Didn't think I could; we did" (OL/N), and "guided students, developed myself, gained family" (OL/O). Given that Revelle College was the first college founded at UC San Diego, their motto's is 'First and Finest'; my six-word poem was "first Graduate Assistantship, First and Finest."

Students were then asked to identify and describe a resource they didn't know about or know better as a result of orientation as a way for the leadership team to assess learning outcome one on identifying resources to demonstrate SLO1. OL/A and OL/G noted that Orientation has opened their eyes to so many resources they were not aware of and now feel they know all UCSD and Revelle resources better. Several OLs also noted they were not aware of many transfer specific resources and were happy to learn about resources and the benefits they have. OL/M shared that they "I didn't really see Revelle staff and faculty as a resource that was so easy to reach out to after orientation though I gained a better understanding of them." seeing the leadership team and professional staff as a resource.

We then asked OLs to tell us about an experience during Orientation that you might talk about in an interview to demonstrate your leadership style and articulate their understanding of SLO2. OL/L noted that

> "As a leader, I prioritize being caring, inclusive, and positive. To help create this environment, I consistently check-in on my orientees. For example, I have mini "debriefs" after almost every presentation to make sure that they have their questions answered and to see how they're feeling throughout the day, I believe it is integral to creating a positive environment. Some of my orientees said it helped them a lot to feel more included and cared about. "

OL/Q talked about relationship building with coworkers to demonstrate leadership style, "I have always looked up to quiet leaders who valued the emotions of those who they were leading, who respected their teammates, and allowed their teammates to be autonomous." Though not all OLs were able to name a specific experience like OL/G who stated, "to be honest, I don't know how

to use my experience to demonstrate my leadership style because I felt like a lot of what I do was more friendly than leadership wise? I wanted to talk about this is my exit interview because I want to learn how to pinpoint my experiences and use them to help me succeed in the future." which made me grateful as a researcher that we were offering exit-interviews as a resource.

Orientation Leaders then reflected on an experience during Orientation where they demonstrated adaptability or flexibility to assess achievement toward SLO4. Students overwhelmingly agreed that a huge part of being an OL is the ability to adapt to the needs of the group, demonstrating adaptability most often during the small group facilitations, reading the differing comfort levels of the group, and creating an open, respectful atmosphere. "Creating a balance in these facilitations is a difficult task, but if you accommodate to the group accordingly it is so rewarding, and students gain a lot from it" OL/R appreciatively reflected on. Other OLs reflected on experiences where they had to adapt their role to fit the needs of their group, OL/Q for example was asked to switch from a Parent/Family OL to a Transfer Student OL because another OL could not attend the session. Reflecting on prepping the night before, "although I did not have to fill in I think this experience demonstrates adaptability and flexibility because I have never worked with students, yet I felt prepared and ready to adapt all my training and experiences with parents to a group of transfer students." OL/Q likely felt prepared to take on this role unexpectedly in part due to the dual OL role training. OL/G reflected on their experience with a student who needed ASL interpreters. Because of this, I was aware of different accommodations that came with that…I think it went well and I was initially stressed about it but it turned out to be really rewarding." Similarly, several other OLs who had to navigate an challenging student or situation agreed that the trainings on crisis response and conflict intervention were extremely applicable in these situations.

Orientation Leaders then articulated their understanding of how students with various backgrounds experience and perceive the university differently than we might, describing how they established an inclusive environment for their group and demonstrating SLO6.

> OL/I noted that personally "it was making sure that everyone felt heard, and that those who did not want to speak up were respected, those who wanted to but didn't know how to be empowered to do so, and those who freely spoke understood that the stage must be shared. This took constant feedback from the group and guidance from me to create an environment where people who had just met each other for the first time were able to have conversations that tackle huge issues"

> Similarly, OL/O tuned into the needs of their group by "acknowledging and asking clarifying questions to students who shared opinions I or my group did not agree with. I emphasized the limit of our personal experiences and that striving for understanding is what creates an uplifting community that is better for all."

After having made it through all of the Orientation Sessions we wanted to know if the OL's felt that Spring Quarter and the all-day sessions in June/September trainings thoroughly prepared them for their experience as an OL. The majority of the OL's expressed the need for more practice scenarios, which came as no surprise as this was a common piece of feedback shared throughout training. OL/V felt like the lead team prepared them very well for the orientation sessions but expressed the need for 'soft-skills' to navigate group dynamics, "in terms of knowledge, I felt very prepared…one thing that I felt I could have prepared more for was getting conversations started, or keeping them going, but I also feel like that varied from group to group and the best way for me to learn about that was by doing it with different orientation groups." OL/R agreed, "in regard to the resources on campus and factual-based information, I was definitely prepared for orientation sessions! I know a lot more about my school and college, and how to define terms and guidelines for students clearly and concisely. In regard to the more soft skills of the job such as being okay with silence and working under the various pressures of the job, nothing can really train you for that." Both OLs understood these skills cannot necessarily be taught through a lesson but rather enhanced with practice and deeper understanding.

Many OL's described a "good evolution" in the types of training received, "from my perspective, Spring Quarter gave us the foundations we needed, June training gave us a taste of what to expect, Junes sessions gave us the experience and the chance to put into practice what we had spent months preparing, and September training allowed us to practice more hands-on and more "practical" skills for executing the Orientation program." felt by OL/I. Similarly OL/E shared that September training was "much more effective than June" because practice scenarios helped calm nerves, prepare for challenging scenarios and identify potential approaches to mediate conflict. Self-awareness and leadership development were obvious takeaways from OLs, as the workshops and activities allowed them to feel "very self-aware and aware of the differences" around them. Many OLs were also reassured by the support in situations where they needed a little extra, provided by the 'team that turned into family' as OL/N put it. Team bonding and support also largely contributed to student learning, OL/B reflected on what supplemented that training curriculum was the time spent together during training sessions which strengthened the team and their ability to perform well as individuals and as a collective, "as training progressed and we became more comfortable with one another, I began to interact with others more and that is when I gained the most confidence, insight, and support that carried me through the sessions."

At the end of the self-reflection journal OL's were given the space to provide any feedback that they might have for the leadership team. Walking the line between professionalism and authenticity is something I mentioned to my supervisor that I struggled to balance, which was at times apparent to the OLs. OL/O felt the team would benefit from a "clearer distinction between fun and professionalism is needed during debriefs and task delegation so jokes are not misconstrued with disrespect" noting that they had no personal experience with this but other OLs have expressed this sentiment. We as a leadership team had very similar personalities that

meshed *extremely* well together, we spent the majority of our time laughing with one another. That said, there is a time and place for joking around. OL/R felt that we as a leadership team did an "amazing job in preparing the OLs for orientation and maintaining a professional and fun environment to work under" however, if they were to return the next year they hoped the OLs would share more "off the clock bonding time." The leadership team could continue to encourage bonding experiences outside of the job that would ultimately make the team stronger. OL/F reflected on their experience from the previous year, "I will miss you all. I think you all did a fantastic job in terms of organizing the sessions…Versus my experience last year where we constantly had to adapt to schedule changes due to poor event planning or unforeseen circumstances" as well as a few other returners expressed gratitude for lead team's contribution to a more stable and developmental year than the previous season. Overall, OL's shared an overwhelmingly positive amount of feedback and gratitude for the program and our leadership.

> OL/L noted that "being an Orientation Leader has been such a great experience and it has been so amazing to constantly be inspired by my peers and our staff. I just wanted to thank you all for all the work that you put in the program and for the support you have given us to make it the best it can be!"

Several OL's also expressed the desire to reapply for the position for the 2020 season.

Orientation Leaders were informed of the exit-interview process and were given the option to sign up via an attached in the OL wrap-up email I sent out following the final debrief. Of the 24 OL's, 14 chose to participate in exit-interviews facilitated by my supervisor or myself. We used an exit-interview template (See Appendix K) to guide our interview, supplemented with feedback from their orientees derived from Guidebook data. To begin the interview we asked the OL what they would like to receive out of the interview, reflect on their strengths and potential areas of growth, inquire about interest in future positions on the Orientation team, and then open up the floor for anything else they'd like to discuss with the leadership team.

One exit-interview in particular, OL/B, truly put into perspective what this research means to me and reaffirmed the value of leadership development. Through the facilitation of the training curriculum and my authentic leadership style, I hoped to inspire others to be the best versions of themselves, noticing and amplifying their strengths; OL/B's exit-interview showed me that as a researcher I was successful in my mission. This OL was someone who had near perfect scores on their paper application, was very timid in the group interview process but ultimately made it to the individual interview where she showed up polished and prepared to wow us. They were an instant yes for us in assembling our team, in each of our top candidate lists, though they never saw that potential in themselves until the very end of the season. We began the interview by asking them what they want to get out of it to which they replied, *"how can I improve"*, simply. We then asked OL/B what they thought their strengths were and how they showed up in their role. They were able to articulate their strengths and showed significantly improved confidence levels in speaking on themselves. OL/B shared they were

> "very nervous prior to the first session but once the day got going they were surprised how prepared they were, noting they came into this experience with a lot of UCSD specific knowledge, but not having a lot of confidence in them self. [They] explained that the most learning and development happened during the summer when the team had more opportunities to "bond and grow as a collective " (Voice Memo, Sept. 2019)

Amongst their community of peers, they began to feel more confident in their leadership ability a clear expression of SLO2. OL/B ended their time with us by expressing their strong interest in returning to the role again next year and once again expressed their gratitude for the opportunity.

I know I was successful in positively influencing the learning and leadership development of the OL team when I read my picture frame the OL's signed on the last day of training. Some of the direct feedback I received from my students highlights how my leadership style influenced their experience. "Your energy and enthusiasm is always full force, and has changed me for the better. Thank you for being an amazing friend and leader*"* wrote OL/A, a

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self-proclaimed introvert. "You are an amazing mentor and friend. I loved learning and laughing with you. I really hope I get to work with you more." Raw, emotional data that shows the influence of positive, authentic leadership filled with so many impactful learning experiences.

Findings

Immediate findings are that Orientation Leaders absolutely gained something from this experience and achieved student learning outcomes as a result of the multiple interventions throughout the three cycles of this research. It was my intention that through this research and training curriculum peer leaders would be able to identify, understand, and translate their strengths and skills acquired through this experience to future leadership and professional roles. Quantitative data derived from the pre-assessment in comparison with the post-assessment administered prior to the Orientation sessions reveal significant learning amongst *all* six student learning outcomes. Looking at the quantitative data derived from my research students showed the most significant improvement in identifying leadership style, confidence in enacting their leadership style, and confidence in facilitating small and large groups as each concepts median positively increased by over a point. Qualitative data revealed a significant increase in understanding of capital in all its forms as well at the OLs ability to articulate their strengths and leadership style as articulated through self-reflection journals.

Some common themes of this research include encouragement of critical and reflexive thinking, co-creation of learning, transformative learning as a result of outcomes-based education, and the importance of observing group dynamics in constructing and maintaining an effective team. Transformative learning occurred as a result of the student learning outcomes shifting the OL's perception of ability to being more capable of change and the leadership team's ability to create a reflective environment to generate true beliefs and opinions justified to guide action in learning and leadership development. Further developing self-awareness through self-

authorship, OL's were able to write and share their own story, curating their own experience amongst the collective and further supporting the need for critical reflection as a part of the OL learning experience. Using outcomes-based education allowed us as a team to maintain a shared goal to strive for, SLOs guided the learning to achieve the goal of operating as an effective team comprised of individually developing leaders learning in their own way. Observing team dynamics in alignment with Tuckman's Model (1965) allowed the leadership team to assess the team as they grew through clearly defined stages and moved from a group of individuals to a cohesive, goal-driven team. Several strategies were implemented by the leadership team to navigate the various stages of the team and subsequent group dynamics in order to assist our Orientation Leader team in the advancement in their development. Such strategies include setting a clear mission and vision. and revisiting throughout the entire process; the framework that helped guide decisions and gave directionality to the group.

The overwhelming success of the season could be articulated in a number of ways but some of my favorite data points include 14 out of an eligible 16 OL's returning to interview for the 2020 Orientation Leader position at Revelle; of which ten were rehired for the position. Also, the exponential increase in applications for the OL position, especially transfer student applicants from zero in 2019 to 12 this season, due in part by our OLs advocating for this representation on the team. As well as my personal favorite, the decision and acceptance of two current seniors into Higher Education Master's programs as a result of their participation in this program.

Personal Reflections. Some outcomes I anticipated following the completion of my project included learning about my own leadership style and strengths as well as how to foster growth and development of leadership among emerging adults, whilst trying to navigate emerging adulthood myself concurrently and to gain a better understanding of peer leadership development through program facilitation. Through this research I enhanced my practice of

adaptive and authentic leadership especially by navigating between the balcony and the dancefloor, observing team dynamics while facilitating the content and also maintaining structure in my research cycles. This was a difficult balancing act, it taught me a lot about prescencing myself to situations and what one can observe by listening to the "song beneath the words" understood as the activity of interpreting (Heifitz, 2009).

My critical friends played a key role in the development of my action research structuring in that they served as a soundboard for my ideas and ask questions on details I may have otherwise missed and had remained consistent as we provided feedback to one another during my first-year in the program. During my second-year in the program my support system changed as I joined the SASC cohort in the Fall of 2019 and transitioned into my new Graduate Assistant role. I felt that the support I was given through our professional development seminar was not sufficient enough in comparison to the level of support felt during my first-year working closely with my supervisors at UCSD. That said, I would also consider my support system at UCSD, specifically my two supervisors, to truly represent my critical friends. I would like to extend my gratitude to my amazing team of my direct supervisors James and Grace, as well as the Dean of Student Affairs at Revelle College for their continuous support in my research endeavors; this research would not have been as successful without their contributions. Also, the student in the role of Senior Orientation Leader so graciously played the role of friend, confidant, and mentee for me during this research.

Recommendations

Impact on UC San Diego. This research has already had a significant impact on the Orientation program at UC San Diego in two major ways. Almost verbatim, all six of the student learning outcomes I created to base this research and the 2019 Revelle Orientation Leader training curriculum on were approved by the Campus-Wide Orientation Committee to be used as

the centralized UC San Diego Orientation Leader Training Learning Outcomes for all seven colleges for the Spring 2020 season and moving forward. The assessment, though created specifically for Revelle College, was based around all six student learning outcomes and approximately 90% of the Orientation Leader Pre/Post Assessment (See Appendices C & G) will be used as the centralized assessment for all seven colleges this Spring as well; with only slight edits to terminology and format regarding resource, capital, and intersecting identities. The assessment may have been administered via an online form rather than in person during the first week of training due to the effects of COVID-19. The learning outcomes remain the framework for all training programming created moving forward at all seven colleges at the University of California, San Diego.

Short-Term Recommendations. I was fortunate enough to complete this research in enough time to see through some of the recommendations I suggested for the 2020 Orientation season. Many of these recommendations were derived directly from the 2019 OLs feedback in the self-reflection journals and the 'Stop, Start, Continue' exercise at the final debrief. The short-term recommendations for the OL Training curriculum at Revelle College include implementing more frequent 1:1 meetings with the leadership team as soon as the season starts to develop deeper relationships, beginning case studies and practice scenarios earlier in the training curriculum to increase opportunities for OLs to demonstrate adaptability, and encouraging opportunities for team bonding outside of immediate trainings. The new leadership team must also continue to find opportunities for students to exercise using their voice to advocate for themselves and their leadership experience, this I believe could be done through the continuation of intentional critical self-reflection journals. As often as possible, giving students back some of the power to co-create their learning experience and the directionality of training alongside the leadership team. As well as finding ways to encourage. 'challenge by choice' dialogue around

self-reflection journals to continue the learning and critical reflection process as well as allow students to form deeper understand of themselves and one another. In addition, due to COVID-19 my immediate recommendations would be strategizing ways to make the curriculum virtual, potentially planning for virtual Orientation sessions and how to adapt the OL role to that format.

Long-Term Recommendations. The long-term recommendations for the OL training curriculum at Revelle College include continuing to increase opportunities for deeper levels of team building beyond icebreakers to improve interpersonal communication skills, individual leadership development plans to support each students learning style and personal goals, and finding ways to utilize returners valuable knowledge and experience to support the development of the first-year and returning OLs. Developing individual leadership plans that can be tracked and assessed through the season would be beneficial tracking the learning and leadership development and provides the lead team with an opportunity to provide mentorship. In order to support the continued development of returners, the curriculum design must be revamped each year finding new ways to challenge their learning and development. Leaning on returning OLs to facilitate lessons not only validates their experience but also gives them some informal authority, which could in turn increase their understanding of their personal leadership style. Since SLO's are now centralized to all seven colleges, providing opportunities for OL's across all colleges to interact with one another would also support student development and provide space for OL's to be in community with one another. Finally, I believe that there should be a more in-depth quantitative analysis of learning involved in pre/post assessment to provide hard numbers to articulate the amount of learning that occurred over the course of the full Orientation season.

Limitation of Research

College Specific Needs Assessment. This research was specifically curated for Revelle College and while there is a strong case that the findings of this research can at least be

generalized to the other six colleges, this study is uniquely formulated to meet the needs of UC

San Diego which may not work for other institutions. The pre- and post-assessment were mission

driven and built off the needs of one specific college, which means they are particularly limiting

in terms of centralized resources versus Revelle specific resources that were introduced as part of

the OL training curriculum. Specific to the retention of learning, the post-assessment was

administered in June and there was not another 'formal' assessment given in September to see if

OL's retained the knowledge from training in the Spring which makes the findings of this study

limiting as well. Additionally, the scope of the study is purposefully limited to the context of

leadership development within the context higher education and student development. Therefore,

findings cannot be freely generalized to other research contexts, though limiting the scope of the

review of literature to higher education serves the objectives of this action research.

Limited Awareness of Program. The second limitation of this research is the combined

limited awareness of the Revelle Orientation program by the three members of the leadership

team. My supervisor James had been in his role for two months before I joined the team, though

previously held a role serving central campus. James had experience in programming and

leadership development but had never supervised or held the position of Orientation Leader prior

to this team. I personally had no prior knowledge of UC San Diego and the college system nor

had I held a graduate assistant position before this experience; however, I did have previous

experience as an OL during my undergraduate experience. The SOL had served in the role of OL

for the past two years prior to starting their role and had been through Revelle Orientation as an

incoming first-year student, giving the them the most Orientation experience of the three of us.

Given my personal limited scope of knowledge in regard to UC San Diego, I could not have

successfully completed this research without James or the SOL; our combined knowledge made

this season a resounding success.

Reflection on Limitations. If I were to be able to continue this research, I would take into consideration the specific needs of each of the now seven colleges when curating the learning outcomes, aligning them with the overall mission of the University rather than college specific. Each college at UC San Diego has its own culture and serves a unique population of students therefore the training curriculum should be adapted to fit the needs of the incoming students attending each specific college. In regard to the limited scope of knowledge held by my supervisor and I entering our roles, it only further highlights the need for the student voice in the curation of this program and its subsequent training, in our case the value of the SOL. An additional post-assessment administered following September training and sessions to see if learning is retained would be an effective solution to subdue the limitations of this research.

Conclusion

In developing the framework for the Orientation Leader training; myself, student leaders, and professional staff at the University of California San Diego, Revelle College have actively engaged in an on-going process of reflection and refocusing. This has ultimately resulted in an enhanced training curriculum and further developed modules in the student learning process. Most proudly though, this research resulted in the achievement of all six student learning outcomes by the 2019 Orientation Leader team, as well as the campus-wide implementation of self-assessment processes and centralized, proven-effective learning outcomes for Orientation Leader training at all seven colleges at UC San Diego. As the researcher I foresee further curriculum development in the near future to equip OLs with the necessary skills to adapt and serve the needs of the current new student population entering UC San Diego over the coming years and I look forward to being a part of the evolving process.

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Appendix A: Revelle College Orientation Leader Student Learning Outcomes (SLOs)

By the end of training, orientation leaders will be able to:

1. Students will identify key on-campus resources and develop a thorough knowledge of Revelle and UC San Diego's mission, academic processes, and the support systems available to all students and their families.
2. **Students will identify personal leadership styles, their own strengths, and the types of capital they hold and apply this knowledge as effective teammates and group leaders.**
3. Students will demonstrate effective communication, presentation, and group facilitation skills for small and large audiences.
4. Students will apply flexibility, adaptability, and willingness to serve others in their role as orientation leaders.
5. **Students will accurately assess their performance through critical and reflective thinking and translate their self-assessment into skills-acquired on a resume or in an interview.**
6. Students will establish an environment of respect and openness for small and large groups of diverse students while distinguishing how individuals from different backgrounds experience and perceive the university.

(Appendix A, Figure 2)

Learning Outcome	#1: Campus Resources	#2: Leadership Style & Strength	#3: Communication	#4: Flexibility, Adaptability, & Service	#5: Self-Assessment	#6: Inclusive Environment
Activities						
Introduction						x
Icebreakers			x	x		x
Community Guidelines			x	x		x
Academic Advising Pres.	x					
Communication Presentation			x		x	
Committees			x	x		
Strengthsfinder		x			x	
Strengths Debrief		x			x	
Quizlet - True Life Trivia, Jeopardy	x					
Revelle College Mission	x					x
Staff Mix & Mingle	x		x			x
SJR Affinity Diagram			x			x
Real World	x		x			

Table Read						
Case Study	x	x	x	x		x
Crisis Response	x			x		
All things logistics/OL	x		x			
Campus Tour	x		x			
'Meet your OL' facilitation	x		x	x		
Staff 1:1					x	
Journal 1: Strengths		x			x	
Journal 2: SJR		x			x	x
Journal 3: Post-June					x	
Journal 4: Pre-September	x	x	x		x	
Journal 5: Post-Orientation	x	x	x	x	x	x
Exit-Interview		x			x	

Appendix B: Group Process Self-Reflection Evaluation

GROUP INTERVIEW PROCESS

Candidate Evaluation

The Revelle Orientation Team would like your comments on the Group Interview Process that you participated in today. Your candid and confidential reactions would be most appreciated. Thank you for your help.

PLEASE PROVIDE SPECIFIC REACTIONS TO THESE QUESTIONS

1. In this Interview process, I was pleased/displeased that I…

2. I do/do not feel that I genuinely represented myself to the Candidate group or to the Observation Team because…

3. Were the Group Activities organized and understandable? If not, please share suggestions.

4. How would you improve the Group Interview Process?

5. Overall, my reaction to the Group Interview Process is...

Appendix C: Revelle Orientation Leader Pre-Assessment

Name: _____

Thank you for filling out this survey. Please answer honestly and to the best of your ability. Your answers are designed for us to ensure we meet our learning outcomes for Orientation Leaders.

1. For the purpose of this assessment, resource is defined as a club, department, or organization that is freely accessible to all UCSD students which provides a source of supply or support. Please mark (X) the appropriate box based on your level of knowledge and experience with the resources listed below.

	I was unaware of this resource	I have heard of this resource but cannot describe it	I can generally describe this resource	I can thoroughly describe this resource and its impact to others	I have experience working at this resource and can explain its purpose, mission, and impact to others
Asian Pacificis Islander Middle Eastern Desi American Services					
Black Resource Center					
CAPS					
CARE at SARC					
Career Services Center					
Center for Student Involvement					
Cross Cultural Center					
Emerging Leaders Program					
Financial Aid Office					
International Student Office					
Intertribal Resources Center					
LGBT Resource Center					
OASIS					
RAZA Resource Centro					
Revelle Academic Advising					
Revelle Residential Life					
Revelle College Council					
Student Health Services					
Student Success Coaches					
Student Veterans Resource Center					

Question 1 Continued	I was unaware of this resource	I have heard of this resource but cannot describe it	I can generally describe this resource	I can thoroughly describe this resource and its impact to others	I have experience working at this resource and can explain its purpose, mission, and impact to others
Study Abroad Office					
Teaching and Learning Commons					
UCSD Recreation Center					
Undocumented Student Services Center					
Women's Center					
Writing Center					
Your Major Department					
The Zone					

2. How confident do you feel in your current leadership style (circle the appropriate letter)?

    A. I have never heard of the term "leadership style"

    B. I have an idea of what my leadership style is but feel unsure about how to apply it

    C. I know what my leadership style but apply it irregularly

    D. I know what my leadership style is and utilize it in multiple areas

    E. I am very confident in my leadership style and can teach others to develop their own

3. On each line, list one of your strengths and how it will help you succeed as an Orientation Leader. Please limit responses to 1 sentence.

    1. _____

        _____

        _____

    2. _____

        _____

        _____

INTENTIONAL ORIENTATION LEADER TRAINING

4. Drawing from past experiences define the following terms in your own words:

Cultural capital: _____

_____

_____

Economic capital: _____

_____

_____

Social capital: _____

_____

_____

5. Using the scale provided below, with 1 being the lowest and 5 being the highest, rank your level of confidence and experience for Question 5.

	Confidence	Experience
1	I am not at all confident in my ability	I have no experience in this area
2	I am slightly confident in my ability	I have a little informal experience in this area
3	I am usually confident in my ability	I have one solid formal experience in this area
4	I am consistently confident in my ability	I have multiple formal experiences in this area
5	I am extremely confident in my ability and could teach others to do the same	I have multiple intensive experiences in this area

	Confidence	Experience
Public speaking (leading/facilitating discussion)		
Managing interpersonal conflict		
Engaging others in conversation		
Expressing myself, articulating my thoughts tactfully		
Monitoring my non-verbal communication		
Understanding others' non-verbal communication		
Active listening		
Empathizing with others		
Facilitating a small group		
Approaching professional staff with questions or concerns		

6. Please mark (X) the appropriate box based on your level of experience in demonstrating flexibility, adaptability, and willingness to serve as guided by the definitions provided:
- **Flexible** leaders have the active ability to change their course of action to match the reality of the situation at hand while maintaining productivity in progressing toward a common goal.
- An **adaptable** leader provides the support, skills and understanding needed to expertly distinguish between what is expendable and what is essential to the group process (Heifetz).
- Leaders demonstrate a **willingness to serve** through a genuine "servant mentality", to be relentlessly thoughtful and aware, reflecting on service to others, questioning "How am I serving others?"

	I have no experience in this area	I have a little informal experience in this area	I have one solid formal experience in this area	I have multiple formal experiences in this area	I have multiple intensive experiences in this area
Adaptability					
Flexibility					
Willingness to Serve					

7. Please mark (X) the appropriate box based on your level of confidence in cultural competency as guided by the definition provided. **Cultural Competency** can be defined as having an awareness of one's own cultural identity and views about difference, and the ability to learn and build on the varying cultural and community norms of students and their unique needs.

	I am not at all confident in my ability	I am slightly confident in my ability	I am usually confident in my ability	I am consistently confident in my ability	I am extremely confident in my ability and could teach others to do the same
Reflect on my own cultural identity					
Notice identities different from my own					
Speaking about my own identity					

Question 7 Continued	I am not at all confident in my ability	I am slightly confident in my ability	I am usually confident in my ability	I am consistently confident in my ability	I am extremely confident in my ability and could teach others to do the same
Speaking on the identities of others					
Learn about my own identity					
Learn about the identities of others					

8. What does an environment that is considered respectful and open look like to you. Please describe the qualities that make it this way.

9. Are there any areas in which you would like to receive training to increase your effectiveness as an OL?

Appendix D: Revelle Orientation Leader Self-Reflection #1: Strengths

1. Name

2. Please list your 5 Strengths (in the order they appear on your signature themes report)

3. Choose 2-3 of your signature themes and answer the following questions for each

   corresponding theme → What does this theme mean to you? How do you purposefully

   use this theme as a leader? What value does this theme have for you as a student, leader,

   and/or professional? How can this individual strength effectively contribute to the team

   dynamic?

Appendix E: Social Justice Retreat Student Learning Outcomes (SLOs)

Social Justice Retreat Learning Outcomes

By the end of Social Justice Retreat weekend, orientation leaders will be able to:
1. Recognize and describe their own identity and how they interact with each other
2. Appreciation and sensitivity of human differences and their varying experiences in college life that build deeper connection with each other
3. Differentiate between a safe space and brave space when expressing different perspectives in order to facilitate respectful dialogue with each other
4. Identify the capital, power and privilege they have, as well as that in others, and apply that knowledge to how they will interact with each other

(Appendix E, Figure 3)

Learning Outcome	#1: Identity	#2: Human Differences	#3: Safe/Brave Space	#4: Capital, Power and Privilege
Activities				
Community Guidelines			x	
High 5 Buddies		x	x	
Cultural Artifact	x	x		x
I am from Poem	x	x		
Value Sort	x	x		
Social Identity Wheel	x	x		x
Cycle of Socialization				x
Star Power				x
Life Maps	x	x	x	
Crossing the Line	x	x	x	x
Beautiful	x	x	x	x
Wounded Leader	x	x	x	x
Yarn Activity		x	x	

Appendix F: Revelle Orientation Leader Self-Reflection #2: Social Justice

1. Name

2. Please choose 2 or more of your most salient identities and explain how they interact with each other (use your personal and identity wheel for reference)

3. List your top five core values (in order). Then, speak to the process of how and why you chose your number one core value and how it shows up in your work.

4. Speak to why leaders should appreciate and show sensitivity toward human differences, and how you personally build connections with different identities.

5. Explain the difference between a safe space and a brave space, and what qualities make up each space.

6. Reflect on the Star Power activity, during this activity the chips you held served as a form of capital. What did this mean for you based on the group(s) you were in. What jumped out for you during this simulation? How can you translate this through lived experiences?

INTENTIONAL ORIENTATION LEADER TRAINING

Appendix G: Revelle Orientation Post-Assessment

Name:_____

Thank you for filling out this survey. Please answer honestly and to the best of your ability. Your answers are designed for us to ensure we met our learning outcomes for Orientation Leaders.

1. For the purpose of this assessment, resource is defined as a club, department, or organization that is freely accessible to all UCSD students which provides a source of supply or support. Please mark (X) the appropriate box based on your level of knowledge and experience with the resources listed below.

	I was unaware of this resource	I have heard of this resource but cannot describe it	I can generally describe this resource	I can thoroughly describe this resource and its impact to others	I have experience working at this resource and can explain its purpose, mission, and impact to others
Asian Pacificis Islander Middle Eastern Desi American Services					
Black Resource Center					
CAPS					
CARE at SARC					
Career Services Center					
Center for Student Involvement					
Cross Cultural Center					
Emerging Leaders Program					
Financial Aid Office					
International Students Office					
Intertribal Resources Center					
LGBT Resource Center					
OASIS					
RAZA Resource Centro					
Revelle Academic Advising					
Revelle Residential Life					
Revelle College Council					
Student Health Services					
Student Success Coaches					
Student Veterans Resource Center					

Question 1 Continued	I was unaware of this resource	I have heard of this resource but cannot describe it	I can generally describe this resource	I can thoroughly describe this resource and its impact to others	I have experience working at this resource and can explain its purpose, mission, and impact to others
Study Abroad Office					
Teaching and Learning Commons					
UCSD Recreation Center					
Undocumented Student Services Center					
Women's Center					
Writing Center					
Your Major Department					
The Zone					

2. How confident do you feel in your current leadership style (circle the appropriate letter)?

    A. I have never heard of the term "leadership style"

    B. I have an idea of what my leadership style is but feel unsure about how to apply it

    C. I know what my leadership style but apply it irregularly

    D. I know what my leadership style is and utilize it in multiple areas

    E. I am very confident in my leadership style and can teach others to develop their own

3. On each line, list one of your strengths and how it will help you succeed as an Orientation Leader. Please limit responses to 1 sentence.

    1. _____

    _____

    _____

    2. _____

    _____

    _____

4. Drawing from past experiences define the following terms in your own words:

Cultural capital: _____

_____

_____

Economic capital: _____

_____

_____

Social capital: _____

_____

_____

5. Using the scale provided below, with 1 being the lowest and 5 being the highest, rank your level of confidence and experience for Question 5.

	Confidence	Experience
1	I am not at all confident in my ability	I have no experience in this area
2	I am slightly confident in my ability	I have a little informal experience in this area
3	I am usually confident in my ability	I have one solid formal experience in this area
4	I am consistently confident in my ability	I have multiple formal experiences in this area
5	I am extremely confident in my ability and could teach others to do the same	I have multiple intensive experiences in this area

	Confidence	Experience
Public speaking (leading/facilitating discussion)		
Managing interpersonal conflict		
Engaging others in conversation		
Expressing myself, articulating my thoughts tactfully		
Monitoring my non-verbal communication		
Understanding others' non-verbal communication		
Active listening		
Empathizing with others		
Facilitating a small group		
Approaching professional staff with questions or concerns		

6. Please mark (X) the appropriate box based on your level of experience in demonstrating flexibility, adaptability, and willingness to serve as guided by the definitions provided:
- **Flexible** leaders have the active ability to change their course of action to match the reality of the situation at hand while maintaining productivity in progressing toward a common goal.
- An **adaptable** leader provides the support, skills and understanding needed to expertly distinguish between what is expendable and what is essential to the group process (Heifetz).
- Leaders demonstrate a **willingness to serve** through a genuine "servant mentality", to be relentlessly thoughtful and aware, reflecting on service to others, questioning "How am I serving others?"

	I have no experience in this area	I have a little informal experience in this area	I have one solid formal experience in this area	I have multiple formal experiences in this area	I have multiple intensive experiences in this area
Adaptability					
Flexibility					
Willingness to Serve					

7. Please mark (X) the appropriate box based on your level of confidence in cultural competency as guided by the definition provided. **Cultural Competency** can be defined as having an awareness of one's own cultural identity and views about difference, and the ability to learn and build on the varying cultural and community norms of students and their unique needs.

	I am not at all confident in my ability	I am slightly confident in my ability	I am usually confident in my ability	I am consistently confident in my ability	I am extremely confident in my ability and could teach others to do the same
Reflect on my own cultural identity					
Notice identities different from my own					
Speaking about my own identity					

Question 7 Continued	I am not at all confident in my ability	I am slightly confident in my ability	I am usually confident in my ability	I am consistently confident in my ability	I am extremely confident in my ability and could teach others to do the same
Speaking on the identities of others					
Learn about my own identity					
Learn about the identities of others					

8. What does an environment that is considered respectful and open look like to you? Please describe the qualities that make it this way.

9. Please share with us what you feel was the most beneficial or helpful part(s) of training?

10. Is there any other feedback or areas of improvement for the leadership team in regard to training?

Appendix H: Self-Reflection #3: Post-June Orientation

1. Anything you all are still nervous about/would like to see as a part of all-day training?

Appendix I: Self-Reflection #4: Pre-September Orientation Training

1. Tell us about your experience as an Orientation Leader during the June sessions. What did you do well? What do you feel you could improve on?

2. Pick one of your strengths and explain how it helped you be an effective orientation leader during June sessions

3. Tell us about your small group facilitations - Did you feel you were prepared for the discussions taking place? Were your students? How did they react? Were you able to establish an environment of respect and openness for your small group? Please explain

4. Moving forward what would you like to see as a part of September session training that we may have missed or need to spend more time on?

5. Tell us about your experience working with Transfer students and how it might look different from working with first-year students or families.

6. Please name a resource or resources that you think would be most beneficial for our transfer student population to know about and why?

Appendix J: Self-Reflection #5: Post-Orientation

1. Share your six word wrap up poem

2. Identify and describe a resource you either didn't know about before or now know better as a result of orientation leader training

3. Tell us about an experience during Orientation that you might talk about in an interview to demonstrate your leadership style

4. Tell us about an experience during Orientation where you demonstrated adaptability or flexibility

5. We know that students with various backgrounds experience and perceive the university differently than we might, describe how you established an inclusive environment for your group. What did this environment look like?

6. After having made it through all of the Orientation sessions -- Do you feel that OL training (both during Spring Quarter and the all-day sessions in June and September) thoroughly prepared you for your experience as an Orientation Leader? Why or why not?

7. Any other feedback you might have for the leadership team?

Appendix K: Exit-interview Guide

Exit Interview Questions [Template]

1. What are you hoping to receive from this exit interview today? What are you hoping to provide, if anything?

What the student brought to the table
2. What are your StrengthsFinder strengths? How did you use them in the job?
●

3. We observed the following strengths/skills which made you an asset to the team:
●

4. The following is feedback for your areas of growth we hope you'd be able to incorporate
●

What the student needed from us
Please provide specific examples where possible:
5. Did you feel prepared to do your job? What helped you feel that way? What hindered you?

6. What are some areas the leadership team did well? Anything we should Continue doing?

7. What are some areas where the leadership team could improve? Anything we should Start doing or Stop doing?

8. At this time, are you interested in any future OL positions like returner, PFOL, or Senior OL? Please expand on this, if you'd like.

9. Is there anything else you'd like to discuss?