

Background/Setting

This leadership development program is designed for Orientation Student Leaders who work during the International Students Orientation week at the University of Kansas. Orientation leaders are the first group of students that international students meet and connect with on their first day at KU.

They often answer questions related to life in the U.S, give campus tours, and connect students to resources available for them to succeed. This program helps Ols build their leadership competencies to better support students from diverse backgrounds at KU.

Review of Literature

International students represent a significant and growing part of the university community. In Fall 2024, 1741 international students from 15 different countries admitted to KU, which include 7% of student's population at KU (The University of Kansas, International Affairs, 2023-2024).

Research shows that one of the most significant obstacles that international students face is acculturation.

Alshammari et al (2023) defined acculturation as a process of adapting to a new surroundings language and culture.

Throughout this process, international students experience culture shock, feelings of isolation, loneliness, and issues in their academic and social life. To make this transition easier, the ISS office designed a program that focuses on promoting cross-cultural understanding, fostering connections, friendships, and providing a holistic support.

Leadership Models

Leadership Identity Development Model

Leadership identity development model as it views leadership as a developmental process across stages. Because many Ols are in the early stages of seeing themselves as leaders, the program curriculum emphasizes self-reflection and self-assessment. Through the training, Ols will have an opportunity to reflect on their own backgrounds, personal values, and identity wheel, "who am I as a leader"? This will allow them to become aware of their strengths and know how their backgrounds shape their leadership style.

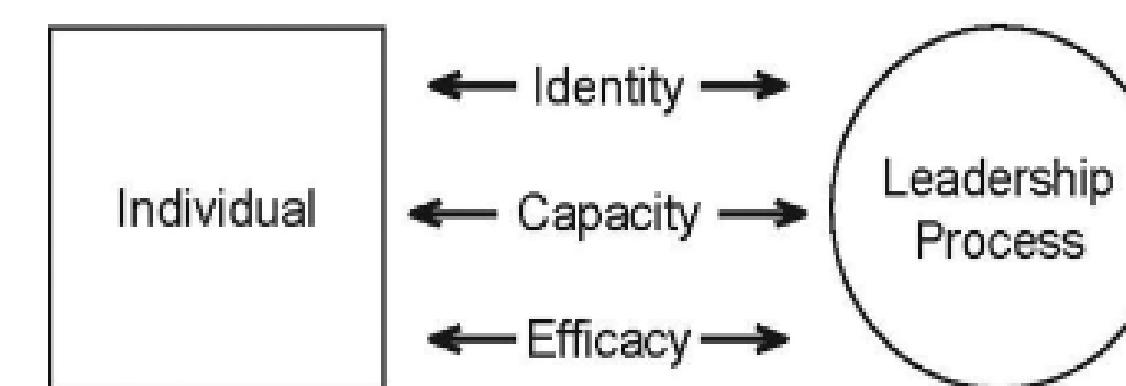
Culturally Relevant Leadership Learning Model

A culturally relevant leadership learning model explain how identity, capacity, and efficacy influences individuals' interaction to engage in the leadership process (Beatty & Guthrie, 2024). Throughout the training, Ols will be given space to reflect on how their identities and behavior influences the way they show up as a leader. By participating in activities such as role-play, small group discussion, and peer mentoring, Ols will develop their leadership identity, build the cultural and interpersonal skills needed to support students from a variety of backgrounds, and increase their confidence and efficacy in their leadership roles.

Relational Leadership Model

Relational Leadership Model is defined as a process in which people work together to achieve a common goal (Kezar et al, 2006). Five elements of this model include inclusiveness, empowerment, purposefulness, ethical, and discipline. To apply this in practice, Ols will learn to create a welcoming environment for new incoming international students through activities that focus on cultural humility, active listening, and teamwork to foster inclusiveness.

Figure 1.1. Dynamic Interaction Between Individual and Leadership Process



Program Descriptions

Program Title: Leadership Development Program for Orientation Student Leaders

Target Population: Second- and Fourth-Year KU Students

Program Format: Three days intensive training

Program Contents: Introduction to "You at KU" Program, roles and responsibilities, Leadership identity development self-reflection and self-assessment, interpersonal and cross-cultural communication activities, games and case studies scenarios

Program Goals: This program equip Ols with the knowledge and tools needed to effectively support international students navigating cultural transitions, language barriers, and U.S. academic and social expectations. It will also help Ols increase self-awareness and leadership identity development. In addition, throughout the program Ols will build confidence and leadership efficacy to better serve as a leader and mentor for incoming international students at KU.

Program Assessment

- 1. Pre and Post training surveys** measure changes in Orientation leaders' knowledge, leadership behaviors, and skills. It will also help me see whether the program has shifted Orientation leaders' understanding of their roles and responsibilities.
- 2. Observation:** During the orientation week, The Program coordinator and I will observe and evaluate Ols overall performances throughout the week.
- 3. Feedback From:** After the orientation week, I send the form to students and staff. Their responses will provide insight into how Ols performed across different tasks.

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