

STEP Program Director Leadership Skills Module

BHAG the United States will demonstrate confident, ethical, and effective leadership by applying foundational leadership theory, program-management strategies, communication skills, and reflective decision-making that strengthen program quality and student outcomes in any accredited institution.

<i>Learning Goals</i>	<i>Learning Activities</i>	<i>Assessment Activities</i>
<i>1. Demonstrate understanding of major leadership theories and how they apply to Program Director responsibilities.</i>	<ul style="list-style-type: none">• Complete a multimedia lesson covering transformational, situational, and servant leadership.• Annotate a provided PD job description with leadership connections.• Watch two 10-minute video clips applying leadership theories to higher education leadership.	<ul style="list-style-type: none">• 15-question applied theory quiz using real PD scenarios.• Short written analysis: Identify which leadership theory best supports a PD responding to a faculty conflict and justify why.
<i>2. Apply leadership models to real problems faced in Program Director roles (faculty conflict, student issues, program quality concerns).</i>	<ul style="list-style-type: none">• Work through a guided case study packet featuring three national PD problems.• Participate in a small-group breakout discussion analyzing leadership responses.• Use a decision-mapping template to choose leadership actions and predict outcomes.	<ul style="list-style-type: none">• Submit a Case Study Leadership Action Plan detailing:<ul style="list-style-type: none">- Chosen leadership model- Action steps- Communication approach- Predicted impact on faculty, students, and program stability.
<i>3. Demonstrate effective communication and conflict-resolution strategies appropriate for faculty, students, and clinical partners.</i>	<ul style="list-style-type: none">• Analyze sample emails written by struggling PDs and identify tone/clarity issues.• Complete a communication design exercise (rewrite emails, create scripts).• Record a 3–5 minute conflict-resolution role-play addressing a common PD issue.	<ul style="list-style-type: none">• Evaluated Communication Portfolio including:<ul style="list-style-type: none">- Revised email examples- Communication script for difficult conversations- Role-play video demonstrating conflict-resolution competencies.

<p><i>4. Integrate leadership, accreditation expectations, and program management skills in decision-making.</i></p>	<ul style="list-style-type: none"> • Examine a mock Outcomes Tracking Report and identify areas of concern. • Use an ARC/STSA-aligned rubric to evaluate program indicators. • Participate in a structured decision-making simulation involving accreditation pressure. 	<ul style="list-style-type: none"> • Submit a Program Improvement Brief including: <ul style="list-style-type: none"> - Data interpretation - Leadership-driven action plan - Alignment of decisions to accreditation standards - Communication plan for faculty & administration.
<p><i>5. Develop reflective awareness of personal leadership strengths, limitations, values, and impact on others.</i></p>	<ul style="list-style-type: none"> • Complete a Leadership Style Inventory and reflect on results. • Journal weekly on leadership scenarios encountered during onboarding. • Engage in a mentor-led reflective session to review leadership tendencies. 	<ul style="list-style-type: none"> • Leadership Identity Reflection (2–3 pages): <ul style="list-style-type: none"> - Personal leadership profile - Strengths and growth areas - Evidence from activities & mentor feedback.
<p><i>6. Create a sustainable, one-year leadership development plan aligned with professional standards and personal goals.</i></p>	<ul style="list-style-type: none"> • Review national resources (AST, ARC/STSA, AHE education leadership). • Attend a mentor meeting to set growth priorities. • Use a structured planning template to set quarterly leadership goals. 	<ul style="list-style-type: none"> • 12-Month Professional Leadership Development Plan including: <ul style="list-style-type: none"> - SMART leadership goals - Planned PD activities (conferences, CE courses, mentoring) - Progress checkpoints - Evaluation methods for self-assessment.

STEP LEARNING ENVIRONMENT & SITUATIONAL FACTORS

SPECIFIC CONTEXT OF THE TEACHING/LEARNING SITUATION

Audience: New Surgical Technology Program Directors.

Delivery: Hybrid (self-paced + synchronous options).

Environment: LMS-based training module.

Class Size: Small cohort (1–10 learners).

Constraints: High workload, accreditation cycles, faculty oversight.

GENERAL CONTEXT OF THE LEARNING SITUATION

Accreditation expectations (ARC/STSA) apply nationally.

Institutions expect strong leadership, program stability, and compliance.

Workforce and faculty shortages increase pressure on PD performance.

NATURE OF THE SUBJECT

Content blends leadership theory with practical program administration.

Includes problem-solving, communication, and ethical decision-making.

CHARACTERISTICS OF LEARNERS

Adult professionals transitioning from clinical roles.

Varied leadership experience; high stress; limited time.

Motivated to develop competence quickly.

CHARACTERISTICS OF THE TEACHER

Experienced Program Director with accreditation expertise.

Values mentorship, clarity, and practical, real-world learning.

Strengths include leadership modeling and instructional design.

STEP SIGNIFICANT LEARNING GOALS

FOUNDATIONAL KNOWLEDGE

- Leadership theories (servant, transformational, situational).
- Responsibilities of Program Directors.
- Communication models and conflict-resolution concepts.

APPLICATION GOALS

- Apply leadership theories to PD scenarios.
- Analyze data to make decisions.
- Solve program management challenges.
- Communicate effectively with stakeholders.

INTEGRATION GOALS

- Connect leadership concepts to accreditation and program operations.
- Link personal strengths with leadership practice.

HUMAN DIMENSION GOALS

- Identify personal leadership style.
- Understand impact of leadership behaviors on others.

CARING GOALS

- Build confidence in leadership abilities.
- Develop value for ethical and student-centered leadership.

LEARNING-HOW-TO-LEARN GOALS

- Learn strategies for ongoing leadership growth.
- Use national resources for PD development.
- Reflect on leadership effectiveness continually.

References

Fink, L. D. (2003). Creating significant learning experiences: An integrated approach to designing college courses. Jossey-Bass.

Harapnuik, D. (n.d.). A self-directed guide to designing courses for significant learning.

Retrieved from <http://www.harapnuik.org/?p=6420>

Juwah, C., Macfarlane-Dick, D., Matthew, B., Nicol, D., Ross, D., & Smith, B. (2004).

Enhancing student learning through effective formative feedback. Higher Education Academy.