

Week 1: Introductions and Community Building

Materials:

- Poster of Community Guidelines
- Flipchart and markers
- Copies of pre-test
- Paper, markers & stickers for table tents and Icebreaker
- Journals
- StrengthQuest Codes
- Course outline?

Learning Outcome:

Start of Class - 15 min

- Handout journals and folders
- Write name on journals and folders
- Create Name Plates: Name, pronouns, draw your favorite emoji/choose a sticker
- Introduce yourself to the group and share your emoji or sticker choice and why

Icebreaker - 15 min

- The Circles of You: Have students draw a large circle on a sheet of paper and other smaller circles radiating from it. Students write their name in the central circle and names of groups with which they identify (e.g. gender, age group, ethnic, social, political, ideological, athletic, etc.) in the circles surrounding. Then ask student to move around the room to find three classmates who are most and/or least similar to themselves. This activity helps students appreciate the diversity in the group.
- Group Reflection/Discussion: What did you learn about some classmates?

Expectations - 15 min

- Group process to make rules and expectations of self/group/facilitators
- Community Guidelines

Calendar for Semester (tentative outline) - 5 min

Defining Leadership and Community? - 10 min

- What is Leadership?
 - Write your own definition, pair up and combine your definitions, group up and combine definitions, share out to group
- What is community, why is it important, and how do we achieve it?
 - Think/Pair/Share

Break - 5 min

StrengthsQuest - 10 min

- What is Strengths Quest? (PPT)
- Show them how to access Strengths Finder Assessment (will send out codes in emails)

Journaling - 10 min

- Purpose of Journaling
- Write down journaling prompt:

○ _____

Pre/Post Test - 10 min

- Turn in before you leave
- Only I will see them.

Homework:

1. Complete Journal
2. Complete StrengthsFinder and read ch 1 and 2, + top five strengths sections in chapter 3

Start of Class - 2 min

- Add your top five strengths to group chart

Icebreaker - 10 min

- Two Truths and a Lie

Active Listening - 10 min

- Go over active listening skills (PPT) (5 min)
- Practice listening skills while sharing what you did over the weekend/something you are looking forward to. (5 min)

Strengths Discussion - 20 min

- Share 4 “leadership areas” of strengths
- Partner/Small Group Discussion: (5-10 min) Practice active listening skills while sharing what you have learned about your strengths with a partner/leadership area group
- Large Group Discussion/Share out: (10 min)
 - Discuss group chart results
 - Why are Strengths important?
 - How can you use your strengths in your leadership?
 - What value is there to knowing the strengths of others?
 - How does this gel with your leadership philosophy (so far)?

Break - 5 min

Leadership Philosophy - 15 min

- Introduce leadership philosophy with handout, provide examples - 10 min
- Work time on personal leadership philosophy (in journals) - 5 min
- Practice active listening skills while sharing philosophy with another student

Homework:

1. VIA Assessment, viacharacter.org/survey bring assessment results to next session (click on the link that says “Download Character Strengths Profile Report”)
2. Leadership Philosophy - rough draft
3. Read StrengthsQuest book, ch.4 & 5
4. Weekly Reflection

Week 3: Recognizing personal strengths, skills and values

Icebreaker - Draw a Pig: Personality Test (10 min)

Exploring Beliefs and Values (10 min)

- Discuss VIA assessment:
 - Did you learn anything about yourself that surprised you?
 - How could you apply this to your personal leadership philosophy?

Leadership Style Activity (30 min)

- Create a futuristic coaster!
- Each team has a leader that uses a different leadership style in order to lead the group of engineers
- Debrief:
 - Leadership styles that worked? Didn't work?
 - What group thought they had which leadership style as their leader?
 - What was good about their leadership style? What was difficult?
 - How did the experience feel as a follower? As the leader?
 - What would you like to see changed about the leadership style in your group?

Break

Myers-Briggs Personality Assessment (25 min)

- Start presentation (google drive)
- Take assessment in class
- Finish presentation - careers
- Discussion:
 - How does your personality influence your leadership style and preferences?
 - We think of leadership as authoritative and many time positional. How does learning about your strengths and personality help reframe that traditional thought? How has (if at all) your definition of leadership changed?

"I am ____" Poem Activity

- Write poem (10 min)
- Share out poems (20 min)

Leadership Philosophy - 15 min

- Work time on adding to leadership philosophy
- Small group share out of philosophies??

Homework:

- Read "The Right Hand of Privilege"
- Take the "Hidden Biases" online assessment
- Weekly Reflection

- Color Assessment - teams??

Power:

- What is power? Is it inherently good? Bad?
- Seven types of Power (p. 29, Student Handbook)

Power/Privilege Matrix

Crossing The Line

Objective

The purpose of this activity is to explore the diversity among the members of our community. How a person identifies can affect many facets of his or her life. We will use this activity to get to know one another on a deeper level. What are our values, backgrounds, and visible and invisible labels? This activity requires everyone to step outside of his or her comfort zone. Participants being vulnerable can help the group learn more about the identities they do not share.

Instructions

Have all participants line up in a straight line facing the facilitator. If the room is too small to have each participant standing shoulder to shoulder, an alternative is to have the group stand in a circle and step into the circle. The facilitator should explain that he or she will read a statement. If the statement describes you, then silently step across the line. Everyone should quietly notice who stepped across the line and who did not. After a moment, the facilitator will thank those who stepped forward and will then have everyone step back in line.

1. I am a woman.
2. I am a man.
3. I identify as transsexual or transgender.
4. I am close with most of my family.
5. I identify myself as Jewish.
6. I identify myself as Buddhist.
7. I identify myself as Christian.
8. I identify myself as Muslim.
9. I identify myself as Hindu, Sikh.
10. I identify myself as Mormon.
11. I identify myself as Baha'i.
12. I identify myself as agnostic or atheist.
13. I identify myself as spiritual, but not religious.
14. I have attended a religious or spiritual service that is not of my own religious and spiritual identity.
15. I identify as a citizen.

16. I identify as an immigrant.
17. I identify as undocumented or have a close family member who is.
18. I had “enough” growing up as a child (however you define “enough”).
19. I had “more than enough” growing up as a child (however you define “enough”).
20. I had “less than enough” growing up as a child (however you define “enough”).
21. I have felt guilty by the amount of money my family has or by the size of my house or by what resources or belongings my family has (either too much or too little).
22. I have experienced the death of a close family member or close friend.
23. I have or someone in my family has a physical disability.
24. I have a hidden disability (physical or learning).
25. I am comfortable with my body.
26. I have felt ashamed of myself because of my body, my intellect or education, or my family.
27. I identify myself as black or African American.
28. I identify myself as Asian or Asian American.
29. I identify myself as white or European.
30. I identify myself as Pacific Islander.
31. I identify myself as biracial, triracial, mixed-race or of combined heritage.
32. I have had to check “other” on forms that ask my race or ethnicity.
33. I have a close friend who is a person of color.
34. I feel comfortable talking about race and ethnicity with people who are not of my race.
35. Someone in my extended family (grandparents, aunts, uncles, cousins) lives in my house with my family.
36. I or someone in my family is lesbian, gay, bisexual or transgender.
37. I know someone who is lesbian, gay, bisexual or transgender.
38. I am an ally to lesbian, gay, bisexual or transgender people.
39. I or someone in my family has had a problem with alcoholism or drug abuse.
40. I have felt discriminated against on the basis of my gender; race or ethnicity; religion; ability or disability; sexual orientation; or socio-economic status.
41. I have felt guilt because of my gender; race or ethnicity; religion; ability or disability; sexual orientation; or socio-economic status.

Discussion

- What was your reaction to this exercise? How did you feel afterwards?
 What did it feel like to step into the circle? What was it like not to be in the circle?
 What did you discover about those around you?
 Were you surprised about anything? Did anyone break a stereotype for you?
 Were there questions you were hoping would not be asked? Any you wish had been asked?
 How might such issues/factors affect your relationships?
 What did you learn about yourself or what did you think about that you’ve never thought about before?
 What role does privilege play in this? What role do pride and shame play?

Week 4: Power and Privilege

Icebreaker: Share our “I am...” poems (15 min)

The Right Hand of Privilege/Implicit Bias Inventory Discussion (large group): (15 min)

- What were your initial thoughts about the article/inventory? Did anything surprise you?
- How do you define privilege?
- What kinds of privileges do you have or do you see in the world?
- How can we connect what we learned from the article and the inventory to our own leadership?

Privilege "Walk" / Step Across the Line / Stand up-sit down Activity (15 min)

- Complete the score sheet
- Line up in order by final score number. Make some observations.
- Discussion:
 1. Were there any statements that surprised you or made you uncomfortable?
 2. What types of privilege and diversity were parts of this activity? Was anything missing?
 3. Did some of the statements feel unfair? How did it feel to have a higher or lower score?
 4. How does this relate to privilege and diversity in your communities (college, city/town, state, nation, and world communities)?
 5. How can you use these differences and privileges to benefit others in your community?

Privilege Pledge:

What one area of privilege are you going to focus on for the next 30 days? What is something you are going to do to combat it?

Guest Speaker - Trumanue (45 min)

Journaling Time

Homework: Journal Prompt, watch videos on D2L and reflect

Unpacking the Invisible Knapsack??

Week 5: Group Dynamics and Intercultural conflict styles/communication

Materials:

- Privilege "Walk" handout

- Ziplock bags with 10 toothpicks inside (1 per student)
- Communication cards/slips

Icebreaker:

Finish sharing out “I am...” poems

Discuss Homework- Right hand of privilege article, TED Talk videos on D2L

Privilege “Walk” activity

Toothpick-Communication Activity

Discuss how this relates to leadership...

Reflection time in class

Introduce group workshop/presentation project

Time to work on project/leadership philosophy

Homework:

1. Journal Prompt
2. Bring resume (if you have one) for next week
3. Read the rest of your StrengthsQuest book (ch. 6-11) about academics and careers
4. Start thinking about what topic you’d like to do for your group workshop/presentation

Week 6: Community Engagement and Career Readiness

[Bring Resume if you have one/want to]

Icebreaker: Our Best Moments: Think back to a moment in your life that you felt most successful, or a time when everything that is great about themselves was operating in high gear.

Pull up personal LinkedIn Account

Toothpick-Communication Activity (if not completed in Week 5) (20 min)

ONLINE version adapted from:

http://scc.losrios.edu/~harrispa/assignments/interpersonal/exercises/nv_comm.pdf

[Guest Speaker- Alanna from Career Services

-Transferable skills, soft skills, how to add them to your resume and LinkedIn (45 min)

Introduce Group workshop presentation (15 min)

Get in groups

Homework:

- Journal Prompt
- Group project researching
- continued work on LinkedIn
- Revisit your Personal Leadership Philosophies (due Week 8, along with group project).

Week 7: Experiential Leadership

[Service Learning Project/Create a GPS workshop/presentation]

Start of Class:

Icebreaker:

Homework: Journal Prompt

Week 8: Personal Leadership Philosophy

[Celebration]

Start of Class:

Icebreaker:

Present Workshop outline (5-10 min/group)

Share personal leadership philosophies

- Draw a “house, tree, picture” to explain your philosophy

Celebration