# Leadership Skills and Experiential Learning Curriculum

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## Introduction

While leadership theory education can inform youth on leadership ethics, strategies, styles, and power dynamics, it lacks the instruction of specific leadership-oriented skills – also known as critical skills - and how to implement them in the real-world settings. What does it look like to be a servant leader moment by moment? How does one navigate the unpredictability found in conflict resolution? How do we grow confidence to speak in front of others and with people we've never met? Lectures, discussions, essays, and tests are effective tools, but there can be no replacing experiential learning when it comes to leadership, especially when skills are the focus. Research shows that experiential learning results in increased adaptability, confidence, and effective leadership critical skills overall (Lee, 2008). Therefore, experiential learning of specific leadership critical skills is required to fully cultivate youth into tomorrow's proficient and prepared leaders.

## Need for Project

Within The Ohio State University, there are approximately forty different leadership class offerings between various colleges and academic units. Most of these classes, especially outside of Community Leadership and Agricultural Communication, Education, and Leadership focus on leadership specifically within the respective field (such as PUBAFRS 2130: Leadership in the Public and Nonprofit Sectors).

Within the College of Food, Agricultural, and Environmental Sciences, there are eight leadership classes with only five being available to undergraduate students and only two with descriptions that mention leadership skills as part of the education curriculum. The main focus of these classes includes personality types, leadership styles, and leadership theory. There is a

significant opportunity to enhance the leadership education within the College of Food, Agricultural, and Environmental Sciences by introducing a class specifically focusing on leadership skills (such as conflict resolution, confidence, facilitating dialogues on sensitive topics, networking, team management, etc.) that can be applied in many different circumstances, settings, and contexts such as in classroom, internships, profession careers, and in personal lives.

During their time at Ohio State, most undergraduate students will likely assume a formal leadership position or encounter circumstances where leadership critical skills are necessary. Whether it is in a research lab, a group project for a class, a student organization, the undergraduate student government, an internship, an education abroad trip, or any number of other experiences, leadership critical skills are essential for success and professional development. Beyond college, leadership critical skills become an essential part of career progression and a determining factor in job opportunities. The skills a person can offer an employer is one of the main reasons for getting hired (Urciuoli, 2008). However, many students may choose to not pursue some of these opportunities because they are intimidated by the leadership requirements or due to a lack of personal leadership efficacy.

**Project Overview**

While Ohio State has formal education on leadership training in theory, styles, power dynamics, organizations, and communities, the university lacks formal training and development on leadership critical skills. The purpose of this project is to develop an training and development curriculum for first and second-year college students that will cultivate applicable leadership critical skills through experiential learning. This will benefit the student through personal growth, social prowess, and professional development. While learning and practicing

leadership skills, students will learn more about themselves, their strengths, and ways they can grow to unlock the full potential of their own personal leadership style.

The learned leadership critical skills of the curriculum will also be of value in many different social settings for the student participants. A large part of leadership is knowing how best to work with those around you. Mumford et al. describes leadership as the engine for progress in nearly any situation (2000). Whether it is personal relationships, class projects with a group, student organizations, social clubs, cohabitating with a roommate, or other interactions, learned leadership critical skills can assist individuals in becoming more effective communicators, confident in their interactions, strengthening relationships, mindful of their intentions and behaviors, and more productive in accomplishing goals.

Additionally, having an aptitude for leadership skills will make students more marketable and qualified for internships and jobs. In the modern job market, people-focused leadership has gained significant importance compared to task-focused leadership (Nichols, 2016). Therefore, preparing students to be leaders with a refined set of critical skills will support them in the application and interview process, make them an asset to work teams and managers, and position them for success in future career leadership positions.

The development of this project and creation of the curriculum was made with the intention of allowing for allowing the training and development of skills to be used in as many different contexts as possible. In some circumstances, scenarios or activities are intentionally general to ensure the skill could be applied in as many contexts as possible. Additionally, this provides the curriculum flexibility so scenarios and activities could be specialized depending on who is instructing the course, who is taking the course, and the context in which they will use the skills. For example, if this class is being provided to students who are going into the field of

Environmental Sciences, alumnus and professionals of this field can be consulted for their use of the leadership skills and the course content can be adjusted to better prepare students for those possible future scenarios.

The objectives of this project include:

1. Identify essential critical skills for the modern job market,

2. Establish an effective method for teaching the identified critical skills, and

3. Develop a college course curriculum to increase student leadership efficacy through critical skill training and development.

## Literature Review

### Introduction

Leadership training, development, and education continues to evolve as a discipline with new approaches, definitions, focus areas, and concepts. As complex social problems evolve and change in organizations, communities, and the world, leadership is seen as the engine for progress through the identification of specific problems, the formation of a solution framework, and the implementation of the most effective strategy through the synthesis of the leader's experience, skills, and knowledge (Mumford et al, 2000). Rost and Baker discuss the need for differentiation between leadership training, development, and education, as all three represent different concepts and areas of study with training exploring the skills needed to navigate complex social relationships to achieve goals, development focusing on individual reflection for greater efficacy, and education guiding the use of skills through leadership theory (2000). With the teaching of leadership skills being the primary objective for this project, leadership training

will be the fundamental approach to creating an training and development curriculum within

which leadership skills are taught to college-age individuals through experiential learning and

reflection.

**Skill-focused Leadership**

While the learning of leadership theories and processes is paramount to becoming a

productive leader, students of leadership still need to be taught the specific skills that can be used

to put theory into action and move people, causes, and organizations toward achieving their

goals. Mumford et al. states that leadership skill performance has always been a key aspect of

leadership and will likely become progressively more important. Additionally, a skills-based

model of leadership includes the concept of growth as a function of experience and can provide a

new perspective for understanding leader performance (2000). This idea is expanded upon with

Connelly et al. who argue complex problem-solving skills, social judgment skills, and leader

knowledge are used for two measures of leader effectiveness and performance: leader

achievement and quality of the solutions (2000). Puccio et al. describes skills as the engine for

driving change with change, power, and creativity, all being essential elements in leadership

(2010).

Some researchers go as far as identifying specific leadership qualities and skills necessary

for productive leadership to occur. Adair states that enthusiasm, integrity, toughness (holding

people to a high standard), fairness, warmth (in social interactions), humility, and confidence are

all key leadership skills (2007).

Another approach to leadership skills is considering the specific skills used in different

strata of an organization. Building from the base of the organization to the upper levels of

management, cognitive skills, interpersonal skills, business skills, and strategic skills can be considered in a strataplex with varying levels and different categories depending on individual purpose, function, and goals within the organization (Mumford et al., 2000). However, these are broad categories of skills that can contain more specific and quantifiable skill sets.

Another broad approach to leadership skills is found in commonalities among leaders. In a study focused on leadership in education, five specific commonalities among effective leaders were identified and named: bedrock belief, courage to swim upstream, social consciousness, seriousness of purpose, and situational mastery (Goldberg, 2001). These five commonalities, while insightful and closer to quantifiable and specific skills, still maintain a broader perspective on skills, and could be further refined.

In considering the leadership skills needed for the future, Johansen makes note of ten specific skills that will likely be useful based on market conditions, social trends, and the demands of the evolving work world. These ten skills include the maker instinct (the ability to exploit inner drive to build and grow things), clarity (ability to see through messes and contradictions), dilemma flipping (ability to turn challenges into advantages and opportunities), immersive learning (ability to adapt to unfamiliar environments), bio-empathy (ability to see nature's point of view), constructive depolarizing (ability to calm tense situations), quiet transparency (ability to be open and authentic), rapid prototyping (ability to create quick, early versions of innovations), smart-mob organizing (ability to create, engage, and nurture purposeful networks), and commons creating (ability to seen, nurture, an grow shared assets that benefit all) (Johansen, 2012).

In a different approach, Owen identifies one hundred essential skills for leaders including mindset skills (responsibility, honesty, self-awareness, etc.), career skills (specific to the career

field), people skills (delegating, motivating, coaching, etc.), moment of truth skills (conflict management, power, trust, etc.), daily skills (listening time management, problem solving, etc.), organization skills (making decisions, developing a team, making a decision in uncertainty, etc.), political skills (influencing people, learning to say no, negotiations, etc.), and financial skills. In reflecting on these one hundred skills, Owen states that leadership is learned from experience, bosses, peers, and role models. The author goes on to describe the experiential learning process of obtaining these skills as a random walk (2020).

With so many different approaches, concepts, and frameworks surrounding skill-focused leadership, it is important to take a deeper look at these skills in application to understand what skills specifically are being identified as the most valuable by communities, organizations, and businesses.

**Leadership Skills Desired in the Labor Market**

Urciuoli describes workers as a commodity bundle of skills that combine their labor abilities and the facets of their personality with the skills a worker can offer as being one of the main reasons for getting hired (2008). Urciuoli goes on to discuss how neoliberal cultural shifts led to increased worker responsibility for skill acquisition and marks the difference between "soft skills" ("collections of personality traits, social graces, facility with language, personal habits, friendliness, and optimism") and "hard skills" ("technical requirements of a job") with soft skills being the more valuable and desirable during the hiring process (2008). Nichols compliments this work by stating that people-focused leadership has gained importance in the workplace compared to task-focused leadership (2016).

From Training Industry, several leadership skills are identified from surveying over two thousand contributors from various areas of industry. By asking, "What three qualities are most important in leaders?" and analyzing the responses for trends and popularity among skills, the team at Training Industry were able to summarize the results into eight categories of skills including communication skills (sharing important information, artfully engage in dialogue, active listening), interpersonal skills (emotional intelligence, supportiveness, approachability, empathy, patience, treating others with respect, self-awareness), values and ethics, personal attributes (passion, commitment, flexibility, optimism, accountability), coaching and feedback, credibility, direction and strategy, and management essentials (planning, organizing, staffing) ("What People Want in a Leader," 2020).

Tiny Pulse also organized a list of the top desirable leadership skills but they considered some skills as traits that are inherit to the person while other skills can be developed by anyone. Of the traits they identified, empathy, passion, and humbleness are the top three. They indicated that the top leadership skills that can be developed include communication skills, transparency, and trustworthiness (Top Leadership Qualities Every Manager Can't Live Without, 2019).

According to Forbes, active listening, giving credit where it's due, adapting to your team, passion, and integrity are all the top qualities employees want in a leader (Craig, 2018). Another perspective on management and leaders skillsets is described in *Lead From the Top: A Leadership Quality List for Effective Management*. While the list is extensive, the top qualities included hard-working, open-minded, empathetic, visionary, confident, decisive, disciplined, and accountable (Lead From the Top: A Leadership Qualities List for Effective Management, 2022). Contract Recruiter also identifies an extensive list of desired leadership skills for executives

including passion, empathy, vision, action, problem-solving, open-mindedness, and integrity (Greenberg, 2021).

When it comes to employee leadership skill sets, however, CIO describes the top six skills to look for when hiring as proven skill development, fearless decision-making, desire for feedback, engaging personality, emotional intelligence, and quality over everything (Florentine, 2017). In another investigation that specifically looked at diverse workplace development, the leadership skills most sought after in employees included cultural awareness, interpersonal sills, self-awareness, vision creation, effective communication skills, and responsibility (Chuang, 2013). In a different study observing important skills for employees, Iordanoglou identified passion, teamwork, empathy, integrity, self-awareness, delegation, and interpersonal communications as several skills necessary for the future (2018).

As Generation Z and young Millennials enter the workforce, they, too, have observable patterns of leadership skills they desire to cultivate and utilize. Many youth believe leadership is available to anyone in any context and involves creating change with collective action, modeling and mentoring, and strong character (Mortensen et al., 2014). While studying adolescents' perceptions of leadership, Martin identified several common areas of interest including "bridge the gap, giving permission to be human, rolling up your sleeves, and serving the greater good," as the four central themes of leadership with community, openness, empowerment, and character as the important outcomes of leadership (2018).

### Leadership skill Training and Development

Models of leadership are often first encountered in formal organizations at school. It is noted that specifically offering leadership training and development in youth can lead to better

outcomes later in life by giving students new ways and tools for overcoming barriers and helping them to feel more confident in accepting responsibilities (Karagianni & Jude Montgomery, 2018).

When working with youth, there are several factors that can be structured into the training and development process to increase its effectiveness. Building and maintaining relationships, supporting confidence and motivation, guarding group processes (as opposed to leading the groups), and creating a safe and welcoming space (including rules, boundaries, and clear communications) are all elements that bolster the youth leadership education process (Blanchet-Cohen & Brunson, 2014).

In many cases, youth leadership development is framed and approached as character development (Libby et al., 2006). And while modeling and mentoring methods are shown to be critical and effective means of leadership training, more can be done to build specific skills. Research shows very little instruction is provided when it comes to ethics in youth leadership development (Eva & Sendjaya, 2013).

**Framework for Leadership Skill Training and Development**

One framework for leadership skill training and development is through experiential learning. Experiential learning is not a new concept or approach to training and development. Many cite Sophocle's quote from 400 B.C., "One must learn by doing the thing, for though you think you know it you have no certainty until you try." Modern definitions of experiential learning tend to vary and depend on circumstances and content, but experiential learning exists when "a participant cognitively, affectively, and behaviorally processes knowledge, skills, and/or attitudes in a learning situation characterized by a high level of active involvement" (Gentry,

1990). Gentry goes on to state experiential learning must be: applied, participative, interactive, have a whole-person emphasis, have contact with the environment, have variability and uncertainty, and be a structured exercise. The fundamental elements of that structure being design, conduct, evaluation, and feedback.

There are many benefits of this approach to leadership training and development. Experiential learning can result in a better understanding of how organizations function on a person-to-person level, clearer expectations for interactions, more confidence in taking action, increased adaptability, and improved leadership skills overall (Lee, 2008). Experiential learning - which does not compromise the quality of other educational methods - is the main bridge between theory and practice as students become more aware of mechanisms of change and understand the importance of critical reflection (Rosier et al., 2016). Kolb emphasizes the need for structure and evaluation in experiential learning by adding "truth is not manifest in experience, it must be inferred by a process of learning that questions the preconceptions of direct experience, tempers the vividness an emotion of experience with critical reflection, and extracts the correct lessons from the consequences of actions" (2014, p. xxi). Therefore, there must be a reflective process of the experience guided by established learning objectives. Experiential learning occurs best in smaller group sizes but can be adjusted to accommodate larger class sizes by re-structuring the reflection process to compensate a possible lack of detail analysis (Wright, 2000).

**Curriculum Development**

**Theoretical Framework**

For this project, Kolb's Experiential Learning Cycle was chosen to guide class structure and out-of-class assignments. As seen in figure one, Kolb's Experiential Learning Cycle contains four major areas of learning that form a positive feedback loop. *Concrete experience* (the act of doing something) is followed by *reflective observation*, which is key in understanding the many active variables of the experience including how a student interacts with and is impacted by those variables. *Abstract conceptualization* is next in the cycle and is the area most associated with drawing conclusions and learning. It is here that students take the lessons learned from the experience and generalize the information gained for application in other similar situations. *Active experimentation* follows abstract conceptualization and is the active implementation of the information learned in the former area. As this implementation also creates an experience for the student that can be reflected upon and conceptualized, the cycle begins again (Kolb, 2014).

## The Experiential Learning Cycle

**Concrete Experience**
(doing / having an experience)

**Reflective Observation**
(reviewing / reflecting on the experience)

**Abstract Conceptualisation**
(concluding / learning from the experience)

**Active Experimentation**
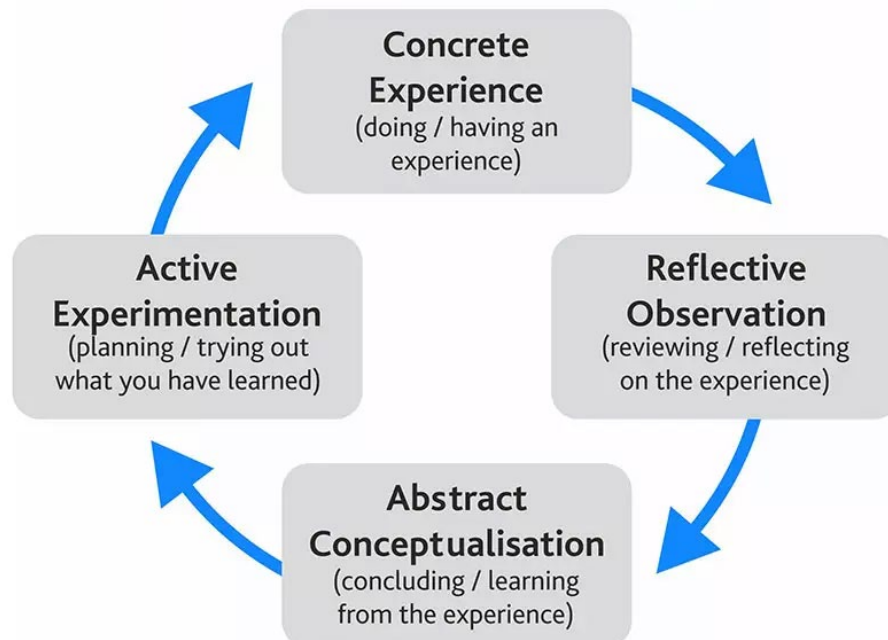(planning / trying out what you have learned)

Figure 1. Kolb's Experiential Learning Cycle

For the purposes of the Critical Skills in Leadership course, the Kolb cycle will be used as the foundation for the structure of class and the subsequent out-of-class assignments. During the class session, the first three areas of the cycle will occur: concreate experience, reflective observation, and abstract conceptualization. After an introduction to the critical skill provided through a lecture and discussion format, the students will take part in a simulated experience that utilizes the critical skill. The simulated experience will be specifically crafted to test students in their knowledge of the skills, confidence with the skill, and measure the effectiveness in their use of the skill. Following the simulated experience, students will then be tasked with reflecting on their experience with the simulation individually and with their peers. Reflections will be guided by open-ended questions that make students think critically about their approach, use of the skills, their effectiveness in using the skill, and their current confidence levels with the skill. A class discussion will follow to share reflections and observations so that all participants will benefit from the various perspectives and opinions. This discussion will include questions regarding improvement strategies in using the skill, possible alterative scenarios in which the skill may be applied, and a review of the main concepts surrounding the skill. The class will conclude with the assigning of an out-of-class task and reflection focused on utilizing the skill in the real world before the next class session.

**Kolb's Model and its Classroom Applications**

With Healey and Jenkins , Kolb's theory of Experiential Learning is applied to a geography course for an open lecture class and a field course. Both lessons follow the four stages of Kolb's model (described as Concrete Experience, Reflective Observation, Abstract

Conceptualization, and Active Experimentation) but in the case of the open lecture, students were required to read about the subject material as a "substitute" concrete experience (2000).

In Aligning Kolb's Experiential Learning Theory with a Comprehensive Agricultural Education Model, the benefits of using Kolb's model to design curriculum were analyzed. For experiential learning to be successful in the classroom, it was found that purposeful support was required from the instructor, specifically with the reflection process. Baker, Robinson, & Kolb make the argument that all learning is experiential (such as how listening to a lecture is an experience) and therefore it is in the reflection and drawing conclusions portion of the learning process that true knowledge is created. Additionally, it was found that experiential learning results in improved meta-cognitive skill development. With this point, the authors encourage instructors to be transparent with how the class is structured because "The more students know about learning, the better" (2012).

Arnold et al. investigated experiential learning in secondary agricultural education classrooms through a qualitative study and discovered that the success of the use of Kolb's Model of Experiential Learning is highly dependent upon the instructor and how they link the experiences to the reflection and conceptualization stages of the model. The authors indicate the instructor must be involved in the process and make allowances for variances in learning style and comfort levels. Additionally, for the desired learning objectives and outcomes to be achieved, the experience should be as closely connected to the desired learning objective as possible with students understanding the process of their learning and its applications (2006).

**Procedure to Develop Curriculum**

To begin developing the curriculum based on the theoretical framework provided by Kolb, proper learning outcomes and learning objectives were first cultivated in order to guide the course toward meaningful goals. As described by Iowa State University, learning outcomes articulate the broad aspects of what is to be accomplished with the course while the learning objectives describe specific units of knowledge and skills that can be learned in a limited timeframe (2022). Based on these concepts, three learning outcomes were crafted for the course:

1. Increase student leadership efficacy,

2. Cultivate applicable critical skills through experiential learning, and

3. Prepare students for future leadership roles and responsibilities.

After these three outcomes were established as the broad goals for the curriculum, appropriate and relevant critical skills were identified through the available literature. Ten leadership skills were selected to comprise the majority of the course content based on literature surrounding emphasized importance, utility in the modern job market, and perceived effectiveness in leadership situations. To select these ten skills, the skills identified and described in the literature were compiled into a single list. Every skill was given a point for each time it appeared in the literature (so if a skill appeared in three different articles, it was given three points). Skills with the most points included Empathy & Emotional Intelligence, Effective Communication, Problem Solving, Conflict Resolution, Decision-Making, Followership, Setting Achievable Goals.

To complete the list of ten, three additional skills were chosen based on student demand. In working with students, several trends began to arise in areas of desired skills. The last three skills, Confidence, Accepting Rejection, and Command (the ability to take responsible control,

give productive and clear instructions, and allocate resources and talent within a team to achieve

goals) were identified through discussion of student's experiences, what challenges they faced in

current leadership situations, and what would help them the most as they prepared for their future

careers.

To ensure proper context, an entire class session was dedicated to leadership definitions

and theories at the beginning of the course. Three main theories were selected for the in the

course including trait-based leadership, Servant Leadership, and Authentic Leadership. These

theories were selected as they provide a brief overview of the many theories in the realm of

leadership and provide important frameworks through which students will analyze situations,

challenges, and scenarios to determine the appropriate skill to utilize. Throughout the course and

within each class, these three theories will be referenced and connected to the skills being taught,

the contexts in which to use them, and how to cultivate the most productive outcomes through

use of the skill. However, as leadership situations can be multi-faceted, complex, and intricate,

the specific theory to be reference will depend largely on the scenario being discussed in class.

Each course session (including initial assessment, leadership theories introduction, the ten

critical skills, final experiential evaluation, and post-class assessment) was coupled with three

learning objectives to guide the construction of the session and ensure the proper content is being

taught. The class structure for each session was developed based on Kolb's model of experiential

learning and the coupled learning objectives were built with that process in mind.

Using Kolb's model, each class session was designed with five parts in mind: 1) The

lecture or discussion portion where the critical skill of the session is described, explored, and

dissected, 2) the experiential learning activity, 3) a guided reflection of the activity where

students discuss their strengths and weaknesses as well as discovered best practices for utilizing

the critical skill, 4) a discussion on how to apply the skill in other, real-world scenarios, and 5) and out-of-class assignment where students are instructed to use the skill outside of the classroom and reflect on the experience.

While brainstorming options for the experiential learning activities, many factors were considered including interactions with fellow students, physical activity or simply movement of some kind, novelty of the activity (is it unique and interesting compared to other activities they have done – will it make a lasting impression), and perception of achievability for students (can they successfully complete the activity). Each activity was built to test a student's use of the skill and provide them an opportunity to improve upon their mastery of it.

It should be mentioned that for these exercises to succeed and maximizing the learning and growth of the students, the proper classroom atmosphere should be established. The instructor should cultivate an open and affirming environment where students are focused on growth through constructive criticism. Failure must be normalized and framed as a steppingstone in the learning process. It should be acknowledged that some activities may bring students outside of their comfort zones and that no student will ever be forced to participate or contribute to a discussion but will be highly encouraged to do so.

Following the experiential learning activity, the class will be asked a series of discussion questions including their thoughts on what worked best in utilizing the skill, what made them feel the most uncomfortable or unprepared and how they overcame those concerns, and what could cause the skill to be ineffective. This discussion will transition into an applications dialogue with students considering how the skill could be used constructively in certain real-world scenarios. Students will also draw connections between the skill discussed in class and the

theories explored at the beginning of the year to better understand how those theories look in practice and which theories are most useful in specific circumstances.

Each class session will end with the instructor explaining the out-of-class assignment, expectations, and the reflections questions included.  The assignment portion creates the opportunity for students to use their now practiced skill in the real world and reflect on the independent experience outside of the structured and regulated confines of the classroom.

After the leadership theory session and ten critical skills sessions, the class will participate in a final experiential learning test where students will engage in various prepared scenarios that test one or several of the skills. Students will demonstrate their understanding of course content in determining which skill to apply to a scenario and then using the skill within the scenario. Some scenarios may require more than one skill. Following the test, another round of class reflection will be conducted focusing on the student's experiences and what worked best for them in any given scenario.

To ensure student growth over the course of the class, a written initial assessment and a conclusive written assessment on the first and last days of the course will be provided where students will measure their own self-efficacy of the critical skills and leadership in general. These assessments contain Likert scale items to measure self-efficacy as well as a few short-answer questions for further elaboration. The data collected from these two assessments, when compared, should demonstrate a positive increase in student self-efficacy in leadership.

A possible text to supplement that course and providing greater insights into leadership skills, how to use them, and best practices would be Jo Owen's *The Leadership Skills Handbook: 100 essential skills you need to be a leader.* Within this book, the author provides excellent descriptions of the skills and how leaders can use them effectively to build teams, achieve goals,

and positively influence others. Depending on the topic of each class, a section or chapter would be assigned to be read prior to class to provide students with a context of the skill and better prepare them for the activity that day.

With the shift in instruction capabilities following the 2020 Covid pandemic, Zoom should be a consideration in how the class is taught. While it is the intention of this project and curriculum for the course to be taught in person, distance learning and interaction through virtual connections cannot be ignored. Such a method of deployment would severely hamper the experiential learning component of the course as a Zoom format complicates the activities. However, the instructor and the course should be prepared to deliver the content in such a way if need be. Additionally, consideration should be given during the abstract conceptualization and applying concepts portion of the class for how these leadership skills can be utilized in a digital environment. As many businesses and organizations shift to hybrid models of work, leaders will need to adapt their skills and methods to work in this new paradigm. During class sessions as the students reflect on the skill and how to apply it, the instructor should be sure to include questions and scenarios that center around leadership through Zoom and digital communication tools so the class can consider how to be use the skills in these contexts.

## Evaluation and Conclusion

To evaluate student growth and learning, a quantitative instrument with two assessments was created using knowledge gained in statistical courses offered through the Agricultural Communications, Education, and Leadership department. The pre-class assessment is completed by all students taking the course on the first day of class. This assessment includes a general item describing their current leadership efficacy, three items for leadership knowledge and each of the

ten critical skills, and a demographics section. These items were constructed based on the literature surrounding the leadership skills to measure the change in student aptitude with each of the ten skills and their overall growth in leadership efficacy over the course of the class. The post-class assessment is completed by all students who completed the course on the last day of class and includes the same general item describing their current leadership efficacy, the same items for leadership knowledge and each of the ten critical skills, and several reflection questions over their experience in the course, what areas they believe they grew the most, and how the course can be improved for future students. The three items for general leadership aptitude, leadership knowledge, and the ten leadership critical skills will be combined into constructs to better gauge a student's competency and growth in that area. Negative items are included in each construct to maximize data accuracy. Both the pre-class assessment and the post-class assessment can be found in appendix A and Appendix B. If increases in construct score are observed for skills and leadership knowledge, the student has revealed growth in their leadership skill competency.

Each time the course is conducted and both the pre- and post-class assessments are completed, the data can then be analyzed to discern how the course may be improved. The instructor will be able to see which leadership critical skills experience the most growth in students. If a leadership skill consistently lacks observable growth from participants, the class session focusing on that skill can be refined and improved to ensure it is being taught effectively.

To maximize the value provided to students, additional perspectives, advice, and feedback can be incorporated into the content development. Utilizing the voices and experiences of alumni of Ohio State and the College of Food, Agricultural, and Environmental Sciences would ensure that the skills in this curriculum are relevant to the modern workplace and likely

career paths of the students, highlight other skills that could be added to the class or take the

place of a current skill being taught, and provide context to the students of situations where these

skills are being used in real-world settings. Other leadership educators at Ohio State, especially

those who work closely with undergraduate students (such as Honors & Scholars Managers,

Learning Community Leaders, Housing Staff, etc.) would be able to speak about current

leadership skill needs, interests and trends observed among the students. Such information would

allow the course to be refined to better meet student needs as the course is taught throughout the

years.

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**Appendix A: Initial Leadership Assessment**

**Participant Code:** _____ **Date:** _____

**Part A. Leadership Assessment**
Please circle the most accurate answer for each of the following questions.

1. I consent to this assessment.

    Yes

    No

2. Overall, I would rate the strength of my leadership skills as:

    Very weak

    Weak

    Somewhat weak

    Neither weak nor strong

    Somewhat strong

    Strong

    Very strong

<u>Please indicate level of agreement on the following items:</u>

|  | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| **I will assume leadership whenever it is available** | 1 | 2 | 3 | 4 | 5 |
| **I know several theories of leadership** | 1 | 2 | 3 | 4 | 5 |
| **I can easily set achievable goals** | 1 | 2 | 3 | 4 | 5 |
| **I can identify other people's emotions easily** | 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|---|---|---|---|---|---|
| **I am a confident person** | 1 | 2 | 3 | 4 | 5 |
| **I handle rejection well** | 1 | 2 | 3 | 4 | 5 |

Please circle the most accurate answer for each of the following questions.

| | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| **I rarely have conflict with others** | 1 | 2 | 3 | 4 | 5 |
| **I can clearly state ideas to others** | 1 | 2 | 3 | 4 | 5 |
| **I feel comfortable taking charge of a team** | 1 | 2 | 3 | 4 | 5 |
| **I am an indecisive person** | 1 | 2 | 3 | 4 | 5 |
| **I follow directions well** | 1 | 2 | 3 | 4 | 5 |
| **I assume leadership only when it is necessary** | 1 | 2 | 3 | 4 | 5 |

| | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| **I am not familiar with concepts of leadership education** | 1 | 2 | 3 | 4 | 5 |
| **I feel confident in achieving goals I set** | 1 | 2 | 3 | 4 | 5 |
| **I would describe myself as emotionally intelligent** | 1 | 2 | 3 | 4 | 5 |
| **My confidence is circumstantial** | 1 | 2 | 3 | 4 | 5 |
| **I have healthy coping mechanisms in my life** | 1 | 2 | 3 | 4 | 5 |

| I can resolve personal conflicts in a productive way | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|

Please circle the most accurate answer for each of the following questions.

| | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| I often feel misunderstood | 1 | 2 | 3 | 4 | 5 |
| I feel comfortable telling others what to do | 1 | 2 | 3 | 4 | 5 |
| I can come up with solutions to problems with ease | 1 | 2 | 3 | 4 | 5 |
| I spent too much time considering options when I make a decision | 1 | 2 | 3 | 4 | 5 |
| I know how to apply my strengths when working with a team | 1 | 2 | 3 | 4 | 5 |
| I avoid opportunities to assume leadership | 1 | 2 | 3 | 4 | 5 |

| | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| I am proficient with several leadership skills | 1 | 2 | 3 | 4 | 5 |
| I struggle to set achievable goals | 1 | 2 | 3 | 4 | 5 |
| I struggle to understand the emotions of others | 1 | 2 | 3 | 4 | 5 |

| | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| I do not feel confident most of the time | 1 | 2 | 3 | 4 | 5 |
| I struggle when I am rejected | 1 | 2 | 3 | 4 | 5 |

Please circle the most accurate answer for each of the following questions.

| | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| I can easily understand what I am being told | 1 | 2 | 3 | 4 | 5 |
| I am uncomfortable delegating responsibilities to others | 1 | 2 | 3 | 4 | 5 |
| I feel overwhelmed when trying to solve a problem | 1 | 2 | 3 | 4 | 5 |
| Most of the decisions I make are productive | 1 | 2 | 3 | 4 | 5 |
| I do not work well with others | 1 | 2 | 3 | 4 | 5 |
| I don't know how to approach resolving a conflict | 1 | 2 | 3 | 4 | 5 |

**Part B. Demographics.**
Please circle the most accurate answer for each of the following questions.

1. What is your current rank at Ohio State?

    Undergraduate First-Year

    Undergraduate Second-Year

    Undergraduate Third-Year

    Undergraduate Fourth-Year

    Undergraduate Fifth-Year

Graduate Student

Non-degree Participant

<u>Please circle the most accurate answer for each of the following questions.</u>

2.  With what gender do you most accurately identify?

       Female

       Male

       Non-Binary

       Trans-Female

       Trans-Male

       Prefer not to answer

       Other: _____

3.  With what race do you most accurately identify?

       Black or African American

       American Indian or Alaska Native

       Asian

       Native Hawaiian or Other Pacific Islander

       White

       Other: _____

5.  With what college do you currently belong?

       College of Social Work

       College of Veterinary Medicine

       College of Arts & Sciences

       Fisher College of Business

       College of Dentistry

       College of Education and Human Ecology

College of Education and Human Ecology.

College of Engineering

College of Food, Agricultural, and Environmental Sciences

John Glenn College of Public Affairs

Moritz College of Law

College of Medicine

College of Nursing

College of Optometry

College of Public Health

College of Pharmacy

## Appendix B: Final Leadership Assessment & Reflection

**Participant Code:** _____**Date:** _____

### Part A. Leadership Assessment
Please circle the most accurate answer for each of the following questions.

1. I consent to this assessment.

    Yes

    No

2. Overall, I would rate the strength of my leadership skills as:

    Very weak

    Weak

    Somewhat weak

    Neither weak nor strong

    Somewhat strong

    Strong

    Very strong

    <u>Please indicate level of agreement on the following items:</u>

| | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| **I will assume leadership whenever it is available** | 1 | 2 | 3 | 4 | 5 |
| **I know several theories of leadership** | 1 | 2 | 3 | 4 | 5 |
| **I can easily set achievable goals** | 1 | 2 | 3 | 4 | 5 |
| **I can identify other people's emotions easily** | 1 | 2 | 3 | 4 | 5 |

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| **I am a confident person** | 1 | 2 | 3 | 4 | 5 |
| **I handle rejection well** | 1 | 2 | 3 | 4 | 5 |

Please circle the most accurate answer for each of the following questions.

| | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| **I rarely have conflict with others** | 1 | 2 | 3 | 4 | 5 |
| **I can clearly state ideas to others** | 1 | 2 | 3 | 4 | 5 |
| **I feel comfortable taking charge of a team** | 1 | 2 | 3 | 4 | 5 |
| **I am an indecisive person** | 1 | 2 | 3 | 4 | 5 |
| **I follow directions well** | 1 | 2 | 3 | 4 | 5 |
| **I assume leadership only when it is necessary** | 1 | 2 | 3 | 4 | 5 |

| | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| **I am not familiar with concepts of leadership education** | 1 | 2 | 3 | 4 | 5 |
| **I feel confident in achieving goals I set** | 1 | 2 | 3 | 4 | 5 |
| **I would describe myself as emotionally intelligent** | 1 | 2 | 3 | 4 | 5 |
| **My confidence is circumstantial** | 1 | 2 | 3 | 4 | 5 |
| **I have healthy coping mechanisms in my life** | 1 | 2 | 3 | 4 | 5 |

| I can resolve personal conflicts in a productive way | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|

Please circle the most accurate answer for each of the following questions.

| | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| I often feel misunderstood | 1 | 2 | 3 | 4 | 5 |
| I feel comfortable telling others what to do | 1 | 2 | 3 | 4 | 5 |
| I can come up with solutions to problems with ease | 1 | 2 | 3 | 4 | 5 |
| I spent too much time considering options when I make a decision | 1 | 2 | 3 | 4 | 5 |
| I know how to apply my strengths when working with a team | 1 | 2 | 3 | 4 | 5 |
| I avoid opportunities to assume leadership | 1 | 2 | 3 | 4 | 5 |

| | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| I am proficient with several leadership skills | 1 | 2 | 3 | 4 | 5 |
| I struggle to set achievable goals | 1 | 2 | 3 | 4 | 5 |
| I struggle to understand the emotions of others | 1 | 2 | 3 | 4 | 5 |

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| **I do not feel confident most of the time** | 1 | 2 | 3 | 4 | 5 |
| **I struggle when I am rejected** | 1 | 2 | 3 | 4 | 5 |

Please circle the most accurate answer for each of the following questions.

| | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| **I can easily understand what I am being told** | 1 | 2 | 3 | 4 | 5 |
| **I am uncomfortable delegating responsibilities to others** | 1 | 2 | 3 | 4 | 5 |
| **I feel overwhelmed when trying to solve a problem** | 1 | 2 | 3 | 4 | 5 |
| **Most of the decisions I make are productive** | 1 | 2 | 3 | 4 | 5 |
| **I do not work well with others** | 1 | 2 | 3 | 4 | 5 |
| **I don't know how to approach resolving a conflict** | 1 | 2 | 3 | 4 | 5 |

**Part B. Reflection.**
Please write your answer to the questions in the space provided below.

1. **In what ways have you grown the most as a leader over the course of the semester?**

<u>Please write your answer to the questions in the space provided below.</u>

**2.  What have you learned about yourself and your personal leadership style?**

**3.  What leadership skill do you believe will be the most beneficial in your life and why?**

<u>Please write your answer to the questions in the space provided below.</u>

**4. What is the most important lesson you learned during this class?**

**5. In what areas do you believe you still need to grow as a leader to achieve your full potential?**

Please write your answer to the questions in the space provided below.

6. **In what ways can this course be improved for future students?**
   a. **Are there other leadership skills that should be included?**
   b. **Are there different experiences or scenarios that should be included to help teach any of the leadership skills?**
   c. **Are there any ways the instructor can better aid and support students on their leadership journeys?**

**Appendix C: Sample Course Calendar**

| Week | Class Subject | Learning Objectives "After participating in this session, attendees should be able to…" |
|---|---|---|
| 1 | Introduction & Initial Evaluation | 1. Identify several of their classmates, <br> 2. Understand course calendar and class expectations, and <br> 3. Understand where they currently are on their leadership journey (their self-efficacy level with theories, skills, and course concepts) |
| 2 | Leadership Theories | 1. Understand prevailing leadership theories, <br> 2. Differentiate hard skills and soft skills, and <br> 3. Identify areas of personal hard and soft skill proficiency |
| 3 | Goals & Strategy | 1. Construct practical and achievable goals, <br> 2. Identify various methods and strategies for achieving goals, and <br> 3. Understand how to be a strategic leader with big-picture thinking |
| 4 | Empathy & Emotional Intelligence | 1. Properly define and understand Empathy and EI, <br> 2. Identify keys ways to express empathy, and <br> 3. Understand how to utilize emotional intelligence to maximize leadership effectiveness |
| 5 | Confidence | 1. Define confidence as a skill rather than a trait, <br> 2. Identify methods for utilizing confidence, and <br> 3. Balance the use of confidence in different situations |
| 6 | Rejection | 1. Normalize rejection in personal and professional lives, <br> 2. Understand the nature of rejection and how we react to it, and <br> 3. Identify healthy and productive resources for navigating rejection productively |
| 7 | Conflict Resolution | 1. Properly navigate the conflict process, <br> 2. Identify and use skills for de-escalation, and <br> 3. Understand how we as individuals react, process, and resolve conflicts |
| 8 | Effective Communication | 1. Understand various communication methods and strategies, <br> 2. Explore written, verbal, and non-verbal communications, and <br> 3. Discover personal strengths (and weakness) with communication) |
| 9 | Command | 1. Understand how to lead a team to achieve a goal, <br> 2. Identify key methods of effective task delegation <br> 3. Give clear and achievable goals to teammates |
| 10 | Problem Solving | 1. Understand how to effectively frame and understand a problem, <br> 2. Construct an asset-based approach for problem-solving, and <br> 3. Identify key challenges to achieving a goal |
| 11 | Decision Making | 1. Explore cost-benefit analysis models of thinking, |

| | | |
|---|---|---|
| | | 2. Understand how to assess variables in a complex adaptive system, and<br>3. Identify key methods for reducing unintended harm |
| 12 | Followership | 1. Understand importance of followership<br>2. Establish areas of personal value/expertise and how to apply them, and<br>3. Identify instances followership is required |
| 13 | EXP Tests | 1. Utilize course concepts and leadership critical skills to successfully complete simulated scenarios<br>2. Understand which leadership skills are most effective and required in various circumstances<br>3. Demonstrate mastery of leadership critical skills |
| 14 | Reflection Discussion & Final Evaluation | 1. Demonstrate lessons learned from the course<br>2. Identify areas of personal growth and,<br>3. Set future goals for continued education and mastery |

**Appendix D: Course Curriculum**

| Class Subject: | Introduction & Initial Evaluation |
|---|---|
| Class Date: | Week 1 – MM/DD?YYYY |

### Learning Objectives:
"After completing this session, the student will be able to…"

1. Identify several of their classmates,
2. Understand course calendar and class expectations, and
3. Understand where they currently are on their leadership journey (their self-efficacy level with theories, skills, and course concepts)

### Introduction

1. Introduce instructor and course learning objectives
2. Overview syllabus, course calendar, and assignment expectations

### Activity

1. Conduct Pluralistic Cognition Workshop in which the class divides based on prepared preference prompts. Students are encouraged to meet others in the groups they divide into (including, name, major, and a fun fact about themselves)

### Directed Reflection

1. Each student is encouraged to introduce one student they met during the activity to the rest of the class

### Applying Concepts

1. Class is told about the team-mentality of the class, how they must help each other grow by providing constructive feedback and encouraging one another.

### Assignment

1. To be completed before the end of class: the pre-course assessment of leadership skills, knowledge, and efficacy.

| Class Subject: | Leadership Theories |
|---|---|
| Class Date: | Week 2 – MM/DD/YYYY |

## Learning Objectives:
"After completing this session, the student will be able to…"

1. Differentiate the prevailing leadership theories
2. Understand the difference between "hard" skills and "Soft" or Critical skills
3. Identify areas of personal hard and soft skill proficiency

## Introduction

1. Overview of Leadership Theories including, Great Man Theory, Trait-based leadership, Behavioral Theories, Charismatic Theory, Servant leadership, Transactional Theory, Transformation Theory, and Authentic leadership
2. Hard and Soft Skill differentiation and examples

## Activity

1. Break the class into groups of 3-4 students
2. Each group chooses a different leadership theory and constructs a scenario in which the leadership theory is displayed effectively
3. Groups present examples of their leadership theory in action to the class through acting out their prepared scenario

## Directed Reflection

1. Which leadership theory do you believe is the most effective?
2. Are there circumstances when one leadership theory is more effective than others? Explain?
3. Which leadership style do you find yourself employing the most?
4. Does your personality style fit well with that leadership style? Why or why not?

## Applying Concepts

1. Using pre-developed scenarios, student groups will act out a situation and the class will have to decide which leadership theory is being used

## Assignment

2. Write a 200-word reflection on an instance in your personal life where you have witnessed a leadership theory in action within the past week. Describe the situation, the leadership theory, and if it was effective used. It could be in a class (not this class), with your friends, during a student organization meeting, etc.

| Class Subject: | Goals & Strategy |
|---|---|
| Class Date: | Week 3 – MM/DD/YYYY |

## Learning Objectives:
"After completing this session, the student will be able to…"

3. Construct practical and achievable goals,
4. Identify various methods and strategies for achieving goals, and
5. Understand how to be a strategic leader with big-picture thinking

## Introduction

1. Overview of goal levels including vision, goals, strategies, and tactics
2. Discuss SMART goals
3. Critical thinking through strategy and tactics development including timelines and benchmarks, ownership, and contingencies

## Activity

1. Students are divided into 4-person teams and given a vision statement
2. Based on this statement, students must construct at least three goals, three strategies for each goal, and three tactics for each strategy
3. Student team share their work with the class

## Directed Reflection

1. What tends to be the most difficult aspect of the SMART goals model?
2. What, in your experience, are the most common obstacles to achieving goals?
3. What are the best methods for overcoming those obstacles?

## Applying Concepts

1. How do we take today's lesson and integrate it into our academic lives?
2. How do we take today's lesson and integrate it into our personal lives?
3. Which leadership theory or theories does this skill most relate or connect to?

## Assignment

1. Students will write a 2-page paper on one academic goal and one personal goal they wish to achieve before the end of the year. Students should have three strategies per goal and three tactics per strategy.

| Class Subject: | Empathy & Emotional Intelligence |
| --- | --- |
| Class Date: | Week 4 – MM/DD/YYYY |

## Learning Objectives:
### "After completing this session, the student will be able to…"

1. Properly define and understand Empathy and EI,
2. Identify keys ways to express empathy, and
3. Understand how to utilize emotional intelligence to maximize leadership effectiveness

## Introduction

1. Accurately define emotional intelligence, empathy, sympathy, and various major emotions
2. Explore methods for understanding others' emotional state
3. Identify how to prioritize emotional well-being of followers and others

## Activity

1. Using prepared scenarios, students must watch a small interaction between two people, identify what emotion is being demonstrated, and why that person is feeling that way.

## Directed Reflection

1. Did some people find it easier or more difficult to identify emotions?
2. What do we do if we're unable to properly identify emotions or utilize empathy?
3. How can we use empathy and emotional intelligence to enhance leadership?
4. What happens if we do not prioritize emotional intelligence and empathy?

## Applying Concepts

1. With a partner, chose an emotion to project, create a small scene, and try to convey that emotion while your partner tries to guess what it is and why you are feeling that way.
2. Which leadership theory or theories does this skill most relate or connect to?

## Assignment

1. Reflect on a recent situation (within the past two weeks) in which the use of emotional intelligence or empathy helped the situation or achieve a goal. Describe how you used it, what the outcome was, and how you plan to use empathy and emotional intelligence in the future.

| Class Subject: | Confidence |
|---|---|
| Class Date: | Week 5 – MM/DD/YYYY |

## Learning Objectives:
"After completing this session, the student will be able to…"

1. Define confidence as a skill rather than a trait,
2. Identify methods for utilizing confidence, and
3. Balance the use of confidence in different situations

## Introduction

1. Discuss confidence as a skill (rather than a trait)
2. Explore methods for projecting confidence through body-language and preparation.
3. Identify key barriers to projecting confidence.

## Activity

1. Students present a prepared presentation on a random and unknown subject and must do so as confidently as possible using methods discussed in class.

## Directed Reflection

1. What methods worked best to help you project confidence?
2. What obstacles to projecting confidence did you experience the most?
3. How can we work to overcome those obstacles in future scenarios?

## Applying Concepts

1. Students have an opportunity to present another presentation for more specific feedback from the class.
2. Which leadership theory or theories does this skill most relate or connect to?

## Assignment

1. Student will write a reflection about a situation in their lives (between class sessions) where they used methods to project confidence, how it went, what obstacles they experienced, and how they plan to overcome those obstacles in the future.

| Class Subject: | Rejection |
|---|---|
| Class Date: | Week 6 – MM/DD/YYYY |

## Learning Objectives:
"After completing this session, the student will be able to…"

1. Normalize rejection in personal and professional lives,
2. Understand the nature of rejection and how we react to it, and
3. Identify healthy and productive resources for navigating rejection productively

## Introduction

1. Discuss personal and professional rejection
2. Explore emotional process of grieving and acceptance
3. Develop opportunities for healthy emotional outlets

## Activity

1. Rejection Gameplan: With a partner in class, work through a real-life example of rejection for each, discuss what they can control and can't control, opportunities for growth and change, and healthy outlets for emotional processing

## Directed Reflection

1. In previous rejections, how did you handle it and was it healthy?
2. What are some dangerous coping mechanisms we need to be aware of?
3. What are some common areas of control anyone can focus on during rejection

## Applying Concepts

1. Activity: write down a list of rejections we all have endured
2. People can share some of the items on their list if they'd like
3. Healthy processing activity: personal affirmation sharing with others in the class
4. Which leadership theory or theories does this skill most relate or connect to?

## Assignment

1. Develop a personal gameplan for rejection including personal and professional resources for processing, stages, key things to remember during the process, and a list of healthy outlets.

| Class Subject: | Conflict Resolution |
|---|---|
| Class Date: | Week 7 – MM/DD/YYYY |

## Learning Objectives:
"After completing this session, the student will be able to…"

1. Properly navigate the conflict process,
2. Identify and use skills for de-escalation, and
3. Understand how we as individuals react, process, and resolve conflicts

## Introduction

1. Introduce the seven stages of conflict
2. Discuss methods for orienting the conflict toward goals and resolution
3. Explore tactics for sustainable solutions

## Activity

1. Students will participate in prepared scenarios of conflict they may experience in their daily lives. Students are tasked with maintaining a goal-oriented mindset, developing a solution, and using concepts discussed in class.

## Directed Reflection

1. What methods worked best in resolving the conflicts?
2. What did NOT work or wasn't helpful in conflict resolution?
3. How do we know we've found the core of the conflict?
4. How do we proceed if the other party is not interested in resolution?

## Applying Concepts

1. What are some examples of conflict you've experienced outside of this class and how would you now resolve them?
2. What is the most important thing to remember with conflict resolution moving forward?
3. Which leadership theory or theories does this skill most relate or connect to?

## Assignment

1. Write a reflection on a recent conflict you've experienced and discuss the difference in how you resolved it (or not) and how you would now approach resolving the conflict.

| Class Subject: | Effective Communication |
|---|---|
| Class Date: | Week 8 – MM/DD/YYYY |

## Learning Objectives:
"After completing this session, the student will be able to…"

1. Understand various communication methods and strategies,
2. Explore written, verbal, and non-verbal communications, and
3. Discover personal strengths (and weakness) with communication)

## Introduction

1. Identify different ways we communicate
2. Discuss how to establish and convey a core message
3. Explore considerations into emotional responses, impact, accuracy, and relevancy
4. Determine best methods for communications and what channels to use

## Activity

1. Students are divided into teams and given a challenge
2. Each team member receives a piece of information to aid in the challenge and a restriction on how they can communicate
3. Teams must communicate and work together to complete the challenge

## Directed Reflection

1. What does this exercise teach us about communicating as a team?
2. When effective communication is impeded, what happens to productivity?
3. How were you able to overcome the restrictions to complete the challenge?

## Applying Concepts

1. Scenario: your team represents a company that has to make cuts and lay off several employees. How do you communicate this message? Describe all your considerations and how you would communicate the news to the employees.
2. Which leadership theory or theories does this skill most relate or connect to?

## Assignment

1.  Reflect on a time outside this classroom where a lack of effective communication impacted a project or relationship. How could effective communication improve that situation?

| Class Subject: | Command |
|---|---|
| Class Date: | Week 9 – MM/DD/YYYY |

### Learning Objectives:
"After completing this session, the student will be able to…"

1. Understand how to lead a team to achieve a goal,
2. Identify key methods of effective task delegation
3. Give clear and achievable goals to teammates

### Introduction

1. Discuss vision and goal responsibility and clarity
2. Explore effective ways to delegate through concise instructions with achievable outcomes
3. Understand how to recognize talent and skills for optimized task distribution.

### Activity

1. Activity: the class is divided into two teams with each receiving pool noodles and carboard shields. One student on each team is designated the Regent and commands their respective team. The goal of the game is for the Regent to command their team to eliminate the opposing Regent by hitting them with a pool noodle.

### Directed Reflection

1. What was helpful in winning this game? What was effective?
2. What made things difficult in playing this game?
3. What helped the Regent be effective in their role?
4. What helped the team be effective in their roles?

### Applying Concepts

1. How can we take what we've learned here today and apply it to our academic lives? Professional lives? Personal lives?
2. How do we know when to assume the role of Regent and when should we not?
3. Which leadership theory or theories does this skill most relate or connect to?

### Assignment

1. Reflect on a time in your life (school group project, athletic team, hanging out with a group of friends, etc.) when utilizing the command strength would have improved a situation. How would you have used the command strength and how would that have changed the outcome?

| Class Subject: | Problem Solving (Part 1) |
|---|---|
| Class Date: | Week 10 – MM/DD/YYYY |

## Learning Objectives:
"After completing this session, the student will be able to…"

1. Understand how to effectively frame and understand a problem,
2. Construct an asset-based approach for problem-solving, and
3. Identify key challenges to achieving a goal

## Introduction

1. Define an asset-based approach to problem-solving
2. Explore how framing an issue determines possible solutions
3. Work through some example problems and how to identify challenges

## Activity

1. The class is divided into teams and each are given a specific social problem. Teams must develop an asset-based approach and a framework for the problem and present to the rest of the class how they chose to interpret their problem.

## Directed Reflection

1. Do frameworks help or limit the development of possible solutions?
2. In what ways does an asset-based approach structure the way we view problems?
3. How does an inability to understand a problem result in a lack of solutions?

## Applying Concepts

1. Students share examples of previous or current problems in their personal and professional lives and the class works to frame the problem and analyze an asset-based approach toward solutions.
2. Which leadership theory or theories does this skill most relate or connect to?

## Assignment

1. Write a reflection about a previous problem and how solving the problem could have been improved with better framing and an asset-based approach.

| Class Subject: | Problem Solving (Part 2 – Decision Making) |
| --- | --- |
| Class Date: | Week 11 – MM/DD/YYYY |

## Learning Objectives:
"After completing this session, the student will be able to…"

1. Explore cost-benefit analysis models of thinking,
2. Understand how to assess variables in a complex adaptive system, and
3. Identify key methods for reducing unintended harm

## Introduction

1. Explore how to identify stakeholders, possible outcomes, externalities, costs, requirements, and other decision variables.
2. Identify the specific goal and how to manage acceptable losses
3. Discuss ways to define success

## Activity

1. Students are divided into teams and are given a dilemma (whether or not to "Ghost" someone you are dating)
2. Students must deconstruct the dilemma into its parts and consider them all
3. Teams then create a decision and course of actions
4. Teams share their process and solution with the class

## Directed Reflection

1. What values did you find guided your decision-making process?
2. What were some of the biggest discussions in deciding how you would make the decision?
3. What are some best practices for optimizing solutions for maximum benefit while minimize unintentional harm?

## Applying Concepts

1. The class shares examples of difficult decisions they've had to make in the past and collective deconstructs them.
2. Which leadership theory or theories does this skill most relate or connect to?

## Assignment

1. Describe a difficult decision you had (or will make) and explain the different variables as part of the decision-making process

| Class Subject: | Followership |
|---|---|
| Class Date: | Week 12 – MM/DD/YYYY |

## Learning Objectives:
### "After completing this session, the student will be able to…"

1. Understand importance of followership
2. Establish areas of personal value/expertise and how to apply them, and
3. Identify instances followership is required

## Introduction

1. Explore power dynamics and importance of effective followership
2. Discover areas of personal value and skills
3. Discuss methods for speaking truth to power and leadership

## Activity

1.  Each student in class spends ten to twenty minutes to create a "pitch" for themselves, highlighting their skills, experiences, and values for why they believe they are a good follower and how they would be a good follower

## Directed Reflection

1. What do you think is the most valuable skill a follower can provide?
2. What makes someone a bad follower? How do these characteristics impact goals, teamwork, and productivity.

## Applying Concepts

1. What are some instances in your life where you can be a follower or be a better follower?
2. What would teams look like if their followership was a maximized strength?
3. How can we encourage others to be better followers?
4. Which leadership theory or theories does this skill most relate or connect to?

## Assignment

1. In a real-world situation, try to be the best follower you can be. Write a reflection about the experience, how it went, and how you applied course concepts.

| Class Subject: | Experience Tests |
|---|---|
| Class Date: | Week 13 – MM/DD/YYYY |

## Learning Objectives:

"After completing this session, the student will be able to…"

1. Utilize course concepts and leadership critical skills to successfully complete simulated scenarios
2. Understand which leadership skills are most effective and required in various circumstances
3. Demonstrate mastery of leadership critical skills

## Introduction

1. Briefly review the different critical skills discussed in class

## Activity

1. Student participate in randomly selected scenarios in which they must utilize the skills they have learned throughout the class.

## Directed Reflection

1. What tests did you find easier than others?
2. Was there specific course concepts that really aided in completing the tests?
3. What are some areas you wished you had been better prepared for?

## Assignment

1. Write a reflection on the tests, which ones you felt the most capable in, and which ones you felt the most uncomfortable with. Discuss how you can better prepare yourself for similar situations in the future.

| Class Subject: | Reflection Discussion & Final Evaluation |
|---|---|
| Class Date: | Week 14 – MM/DD/YYYY |

## Learning Objectives:
"After completing this session, the student will be able to…"

1. Demonstrate lessons learned from the course
2. Identify areas of personal growth and,
3. Set future goals for continued education and mastery

## Introduction

1. General class wrap-up and review of material covered

## Activity

1. With a partner, students are encouraged to make a list of the top 3 things they learning about themselves or leadership throughout the course
2. Students are encouraged to share their lists to the entire class

## Directed Reflection

1. The class is asked a series of questions to determine how the student experience can be improved for future course sessions

## Applying Concepts

1. Students make a list of at least three goals for applying course concepts in their current lives or future careers

## Assignment

1. To be completed before the end of class: the post-course assessment of leadership skills, knowledge, and efficacy.