



Leadership Curriculum for YES and CBYX Cluster Coordinators

Yourself, Your Community, Your World

Program Objectives

The goals of youth leadership program are to:

- Introduce a relational model of leadership
- Identify personal capacities and opportunities for exercising leadership
- Provide opportunities to observe and practice principles of leadership (both collective and individual)

The students will gain:

- Knowledge of alternative leadership styles
- Inventory of leadership skills and attitudes to build on and/or develop
- Practical experience of leadership as a behavior/action
- Experience in establishing common goals among peers and community members through a collaborative service project
- Increased self-confidence as leaders

Introduction and Overview

The goals of the leadership focus are familiar ones: developing the skills and attitudes necessary to work effectively with others in order to meet common goals. These goals can be quite specific and limited, such as raising \$500 to donate art supplies to an after-school program for needy children, to the very broad goal of fostering peace. This leadership curriculum is designed to help you enhance the development of skills critical to exercising effective leadership. The model is familiar to those already engaged in youth exchange: experiential learning. Much of the content is based on the Experiential Learning Model of David Kolb (1984). In this model, learning follows a sequence of experience, reflection, generalization, and application. Students experience an event or activity. They then share what they saw, heard, felt, etc. In this process, some students will likely see things others missed. In the generalization stage, students are asked if they have ever experienced something like this before or if it relates to other experiences they have had. By doing this, the experience becomes broader and more applicable than it initially appeared. Finally, in the application stage, students are asked how they can apply what they have learned from this experience. This completes the learning cycle by getting students to think about using what they have learned. The curriculum focuses on building skills and attitudes that will help to equip the students to become effective and ethical leaders. You will find that the focus on building empathy and relationship-building skills is heavily influenced by the research and writing of Daniel Goleman and others reflecting the principles of “emotionally intelligent” leadership. It is also reflective of the established AFS Learning Objectives:

To review, these involve growth and change in terms of...

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Personal Values and Skills:

At the core of all AFS experiences is the removal of people from their familiar environment and their placement in a new environment. In such unusual circumstances participants are confronted repeatedly with crises of varying dimensions and thus learn to analyze situations, make informed judgments and act without familiar cues.

Interpersonal Relationship-Building:

Every AFS participant becomes fully involved in daily living and working arrangements with a variety of people in the new environment. This requires developing and maintaining relationships with others from varying backgrounds. The interpersonal skills thus developed are transferable to many other settings during the participant's lifetime.

Intercultural Knowledge and Sensitivity:

During the course of their immersion in the host culture, AFS participants are exposed to innumerable dimensions of that culture, ranging from the simply acquisition of daily necessities to the complex and subtle distinctions made by hosts among alternative values, social norms and patterns of thought. Involvement in so many dimensions of life deepens participants' insights into their home culture as well as their knowledge of their host culture from the perspective of an outsider.

Awareness of Global Issues:

Living in a place other than one's home community often helps one recognize that the world is one large community, a global island, in which certain concerns are shared by everyone everywhere. AFS participants learn to empathize with their hosts' perspectives, and thus appreciate that workable solutions to global concerns must be culturally sensitive, not merely technologically feasible.

While much of the skill and attitude acquisition that will help students become effective leaders will take place in any case during the course of their sojourn, we would like to enhance the opportunity of our Sponsored Program participants to acquire these skills.

What you can do to implement the leadership focus:

- Introduce mentors and role models:
 - This begins with you!!
 - Opportunities through educationally-focused cluster activities to observe how leadership is exercised and to interact with leaders in various walks of life, who may serve as leadership role models.
 - Facilitation and guidance in finding individual mentors.
- Introduction to concepts and vocabulary useful in understanding the skills important to exercising effective leadership.

Exploring Leadership: Yourself, Your Community, Your World

- Encouragement and facilitation in finding opportunities to take on leadership roles or practice skills important to exercising leadership (through participation in school or community groups, opportunities for making presentations or ongoing community service participation, for instance).
- Guidance and encouragement in the planning and implementation of a community enhancement or service project.

Considerations for Program Facilitators

Because the learning environment can be so important, some other considerations you may wish to make in terms of your own delivery of the Youth Leadership Program are the following:

- How might my facilitation methods reflect biases about my own learning (in the United States), or perhaps reflect how I learn best? Under what conditions will these particular students learn best?
- How can I make this group of students a true learning community in the sense that they both challenge and support one another in their learning?
- What resources in the community could I draw from to assist in the delivery of the leadership program? (Having an inventory of community resource people ready early in the academic year is highly advisable.)
- What do I expect from the students who are part of this particular program? What are they likely to expect from me and/or this program?

In the course of their stay in the U.S., you will encourage your students to think critically about leadership, to understand the importance of self-knowledge and empathy, to explore how values influence the leadership process, and to understand cultural and other influences on leadership. Through the course of this reflection, they should begin to realize how leadership issues permeate every aspect of daily living, from events that make the local news to world events. By the end of their stay in the U.S. we also hope that each of your students will embrace the belief that he or she has the potential to make his or her community and, by extension, the world, a better place to live.

Core Program Assumptions

Every individual has the capacity for leadership.

That every individual has the capacity for exercising leadership is a basic assumption of this program. This doesn't mean that everyone leads all the time, but that every individual can gain the skills to exercise leadership at times – individually, but more often, in concert with others.

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Leadership is a relational process.

It may be obvious to many, but another important premise of this program is that leadership necessarily involves *relationships*. Students will have a chance to work in a small group, as a team, to identify a service or other community enhancement project in their school (if applicable) or local area that could have a positive impact on the community. For the purposes of this program, the emphasis of the collaborative community enhancement or service project is primarily on process rather than outcome. The student group will be asked to invite other community members or students to take part in the proposed initiative, and learn about collaborative leadership processes based on that experience.

Leadership is neither positive nor negative by itself.

In order for leadership to be exercised positively, ethical considerations and values must be applied. Students will be asked to reflect on ethical considerations and their own values as they consider the exercise of leadership.

Encouraging Reflection

Students should keep a journal throughout the duration of their stay in the U.S. The purpose of the journal is to give students a chance to reflect and write about their observations of leadership and what they are learning about leadership. The journal can be open ended and allow students to write on topics of their own choice involving the concept of leadership and observations they make of leaders they meet throughout their stay, including leaders they may meet as part of planned cluster activities. It can also be used to respond to a specific question posed by you or one of the other students in the course of, or in preparation for, your meetings and activities.

In addition, it is recommended that you start each session (starting with Session 2) with a one-minute “Leadership Observation” that the students share with the others (referring to notes from their journals). This encourages them to pay attention to reflect upon leaders they meet in the course of cluster activities and in their communities in between get-togethers, looking for examples of how leadership is demonstrated in the U.S. in both positive and possibly negative ways.

Facilitating Student Dialogue

In addition to facilitating cluster activities, your role as this program’s coordinator will be primarily to support and encourage observation and constructive dialogue among the student participants. In some cases you will be introducing new concepts and terms, but the program is heavily focused on student interaction and direct experience.

Although the questions in each section are labeled “Discussion” questions, they are not intended to be debating points. Rather the conversation that occurs should adhere to the core principles of dialogue, a practice which is designed to support people in having constructive conversations in which experiences,

Exploring Leadership: Yourself, Your Community, Your World

convictions, uncertainties, ideas, feelings and questions are shared and participants listen to one another with care and compassion even when what is said is different, surprising, or perhaps even upsetting. In essence, a dialogue is any conversation that is animated by a search for understanding rather than for agreements or solutions.

A good dialogue offers those who participate the opportunity to:

- listen and be listened to so that all speakers can be heard;
- speak and be spoken to in a respectful manner;
- develop or deepen mutual understanding; and
- learn about the perspectives of others and reflect on one's own views.

Participants in the dialogues usually agree to follow communication guidelines that support these purposes. The more fundamental and passionate the differences among those involved, the more important it is to clearly articulate and commit to such agreements and to have a facilitator present who can remind participants to observe them. This is why establishing group guidelines in the first session will be important in setting the tone for how the students interact with one another throughout the duration of the program.

The following, adapted from the Public Conversations Project, may provide helpful guidelines for supporting constructive dialogues.

Dialogue Tools for Facilitators and Participants

Adapted from the Public Conversations Project, Watertown, MA

Distinguishing Debate from Dialogue

DEBATE

Participants express unswerving commitment to a point of view, or idea.

Participants listen in order to refute the other side's data and to expose faults in their arguments. Questions are often asked as rhetorical challenges or disguised statements.

The atmosphere is threatening; attacks and interruptions are expected by participants and are usually permitted by moderators.

Participants speak as representatives of certain interest groups.

Success requires simply impassioned statements.

DIALOGUE

Participants express and explore areas of uncertainty, as well as deeply held beliefs.

Participants listen to understand and gain insight into the beliefs and concerns of the others. Questions are asked from a position of genuine curiosity in an effort to understand.

The atmosphere is one of safety; facilitators promote respectful exchange and enforce group communication guidelines.

Participants speak as individuals, from their own unique experience.

Success requires exploration of the complexities of the issue being discussed.

Communication Tools for Participants

- If you feel *hurt* or *disrespected*, say so. If possible, describe exactly what you heard or saw that evoked hurt feelings in you. (“When you said X, I felt Y...”)
- If you feel *angry*, express the anger directly (“I felt angry when I heard you say X...”) rather than expressing it or acting it out indirectly (e.g. by trashing another person’s statement or asking a sarcastic or rhetorical question.)
- If you feel *confused*, frame a question that seeks clarification or more information. (You may try to paraphrase – e.g. “Are you saying that....?”)
- If you feel *uncomfortable*, state your discomfort and check in with the group to see how others are experiencing what is happening. “I’m not comfortable with the tension I’m feeling in the room right now and I’m wondering how others are feeling.” If others share your concerns and you have an idea about what would help, offer that idea. (“How about taking a one minute Time Out to reflect on what we are trying to do together?”)
- If you feel *cut off*, say so and ask to be allowed to finish.
- If you feel *misunderstood*, clarify what you mean. (“Let me put this another way...”)
- If you feel *misheard*, ask the listener(s) to repeat what they heard you say and affirm or correct it.
- If you feel the *conversation is going off track*, share your perception and check in with the others. “I thought we were going to discuss X before moving to Y, but it seems that we bypassed X. Is that right? If so, I’d like to get back to X and hear from more people about it.”
- If you feel that you are unable to come to a point in a particular aspect of the dialogue where you have respectfully listened to one another, tried to understand the other person’s point of view and how he or she arrived at it and cannot come to a mutual understanding *agree to disagree and move on*

Session One: Introduction to Leadership

Session One, Part 1: Introductions, Expectations, Program Overview

At least part of the first session should be spent in get-acquainted activities in which students have the opportunity to introduce themselves and tell a little about themselves. This can help students see commonalities with each other and begins the process of community building. This is a session that probably meshes well with your first cluster meeting, as you establish group rapport and set expectations for the year.

Materials Needed

- TOOLS and HANDOUTS:
“Examples of Leaders”
“Leadership Skills Inventory” (copies of the inventories they completed at the arrival workshop in Washington).
“Relational Leadership Model”
- FLIPCHART or BUTCHER PAPER
- MASKING TAPE
- MARKERS

Activities

- **Suggested icebreaker activity:** Have students share their name and where it came from or means/how they got their name.
- **Expectations Activity:** Give students an index card and ask that they put their names somewhere on the card. Ask the students to write three or four expectations they have of this program on one side. What do they expect and want to learn? Ask them to write on the other side three or four ways they plan to positively contribute to the program. After this is completed, ask the students to volunteer to share what they wrote on their cards with the others. Collect the cards at the end of session for your review.
- **Program Overview:**
 1. Review the themes of the leadership program sessions and cluster activities (remembering that most, if not all, of the sessions may be integrated into “cluster activities”: confirm meeting dates/schedule, places, other logistics. State any specific attendance expectations you might have as well.

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SAMPLE:

Session #	Leadership Theme	Cluster Topic	Date/Time	Meeting Place
One	Introduction to Leadership	Getting acquainted and exploring group interests		Cluster Coordinator's home.
Two	Values & Leadership	Government: Learning about the municipal courts		Chambers of Judge Fuerlin (following an explanation of the how the municipal courts work and fit into the larger picture of the legal system and an observation of a trial) – (Judge Fuerlin has agreed to lead the session on values and leadership)
Three	Interacting in Groups	Government		City Council Chambers
Four	Building Teams & Coalitions	Diversity		Urban League
Five	Organization & Action Planning	Media and Free Press Issues		Editor of Daily Sun will let the group use a conference room at the paper after a tour and discussion of how the newspaper business is run and the role of the press in a small rural community
Six	Leading a Meeting			School Auditorium
Seven	Leadership in Action Project	Community Service		School Gymnasium
Eight	Project Debrief /Program Closure	Reentry/alumni networking		Spring Lake campground

2. Explain the one-minute Leadership Observation they will be asked to bring to each future meeting, starting with the next one.

- Ground rules for this group:** Getting students to talk about how they expect to be treated by their fellow students is a critical aspect of taking ownership for what happens in the group. You may wish to propose the following set of guidelines to the group (the following are adapted from the Public Conversation Project – www.publicconversation.org). Hand these out or have them preprinted on a flipchart. Ask students if they have any revisions or additions they would like to make to the list.

Exploring Leadership: Yourself, Your Community, Your World

A sample list of group guidelines:

1. *We will respect that what a person says is true for them and makes sense to them. Each person's perspective is valuable to the group.*
2. *We will not criticize the views of other participants or attempt to persuade them that they are wrong. We will listen to understand rather than to respond.*
3. *We will speak for ourselves and from our own experiences by using "I" statements.*
4. *We will not interrupt except to indicate that we cannot hear a person speaking.*
5. *We will maintain confidentiality – we will not repeat personal information shared in this group to others without clear permission to do so.*

Ask the students: “Are each of you prepared to follow these guidelines as best you can, and allow me and the other students to remind you if you forget?”

Add that if at any point they feel these agreements are not serving the group adequately, that can speak up and suggest some revisions or clarifications.

Session 1, Part 2: An Introduction to Leadership

Purpose

1. To give the student an overview of thinking about leadership in a collaborative and informal way.
2. To set the tone for students to see the potential of their impact when leadership occurs at all levels of a group or community, not just at the top through a single leader.

Discussion Questions

Distribute the Handout “Examples of Leaders”

- List some examples of well-known leaders in the space provided. What do they have in common? Have these well-known leaders contributed to certain stereotypes of leadership? If so, how?
- What do you think we mean by the term “formal” leader? (*A person who is a leader by virtue of a position that gives her or him formal authority.*) If you understand the definition of a formal leader, how might you describe an “informal” leader?
- List some examples of other people you know who are informal leaders (can be people from your home community that are not necessarily “famous” or people you have met since you started your exchange experience). What makes each an effective leader?

Exploring Leadership: Yourself, Your Community, Your World

- Look at the quote by Gandhi: "Strength comes not from physical capacity. It comes from indomitable will." How might this quote relate to leadership?
- What examples have you seen of different kinds of leaders within the same group or community? In different communities? What does that tell you about the nature of leadership? (*is often situational depending on the environment and circumstances; there are usually many different kinds of leaders throughout any given group, organization or community – rarely is there just one*)

Activities

- Give each student a piece of flip chart paper and markers, and ask them to create a visual representation of all the different kinds of leaders in their home communities. Ask them, “If you could draw or diagram the different types of leadership in your home community, what would it look like?” “Where do you fit into this picture now?” “Where do you think you’ll be five years from now?”
- **Distribute their “Leadership Skills/Attitudes Inventory”** (if they haven’t completed a leadership inventory yet, take the time now to do this: Reviewing this handout, write down a summary of your leadership strengths and weaknesses, and at least three personal goals you might have for areas of development.”

Session 1, Part 3: The Relational Leadership Model

Distribute the Handout “Relational Leadership Model”

Discuss the definition: “*Leadership is the relational process of people together attempting to accomplish change or make a difference to benefit the common good.*” (Komives, Lucas & McMahan).

Review the five components of relationship leadership:

- Inclusive of people and diverse points of view
- Empowering of others who are involved
- Purposeful – having an individual commitment to a goal or activity, and an ability to collaborate and find common ground with others to establish a common purpose.
- Ethical – is driven by values and standards and leadership which is “good” or ethical in nature.
- Process-oriented – how the group goes about becoming a group, remaining a group, and accomplishing the group’s purpose.

Discussion Questions

- What is your reaction to this definition of leadership?

Exploring Leadership: Yourself, Your Community, Your World

- Let's look at the word "inclusive": Have you ever been excluded from something important to you? What was the experience? How did you feel? What did you do? How can leadership help someone else feel included in a group or organization?
- Look at the word "empowering": What does that mean? Remember a time when you felt empowered. What caused you to feel this way? How might leadership help empower someone?
- Look at the word "purposeful": About what in your life are you purposeful? Why are you purposeful in these particular areas?
- Look at the word "ethical": What are the challenges to being ethical in today's world? What are the benefits?
- What does it mean to "trust the process?" Are you someone who is generally willing to trust the process? Why or why not?

Homework Assignment

- Interview one formal and one informal leader in your host community – ask him/her how they would define leadership, and/or what they feel are the most important characteristics of a good leader. How do they feel about the Relational Leadership Model? Record your interview in your journal.
- Find a mentor in your host community to discuss your personal leadership development goals with. Have them help you develop an action plan for building these targeted skills.

Session 2: Values and Leadership

- Individual Leadership Observation
- Report back home assignments from session 1: Leader Interviews

Session 2, Part 1: Understanding Yourself

Materials Needed

- HANDOUT: “Ethical Decision Making”
- Butcher paper
- Markers
- Old magazines (optional)
- Scissors
- Flipchart (to record discussion/activity questions)

Purpose

1. To help students explore how various aspects of their life experiences relate directly and indirectly to leadership.
2. To understand the sources of values and beliefs.
3. To discuss the importance of knowing yourself in exercising ethical leadership and confronting ethical dilemmas

Discussion Questions

- What are examples of values and beliefs? Where do they come from? How might they influence a person’s leadership?
- What role has religion played in your life? How might this influence your leadership?
- How do you think your gender has affected your life? How might it influence your leadership?
- How has your socioeconomic status affected your life? How might this influence your leadership?
- What does ethical mean to you? Does it mean different things to different people? Why or why not?
- Discuss the statement, "The ends justify the means as long as the ends are ethical and important."
- Do leaders have to be ethical to be effective? Why or why not?

Activities

- “Brainstorm a list of things (people, places, concepts, ideas, and so forth) that you value. Try to get a list of at least twenty items. Now narrow the list to the ten most important--now to the five most important--now to three--now to two--and finally, to the thing that is most important to you.

Exploring Leadership: Yourself, Your Community, Your World

How did this exercise feel to you? To what extent can this list of important items be translated into your core values?"

- “Who am I?” activity: Draw the outline of your body on butcher paper. On your own, fill in the outline with drawings, words, and/or pictures cut from magazines. In your art and in sharing it with the group, think about these questions: What places, people, and experiences have shaped me? What do I enjoy doing? What is my family like? What is important to my family? What are my hopes for my future?
- **Distribute the Handout “Ethical Decision Making”:** Before reading the handout, ask students to describe a time in their life when they had an ethical problem to solve or decision to make. How did they resolve the problem, or make the decision? Have students review the handout. Did they use any of the strategies outlined in the paper? Would these strategies have been useful? What other strategies can they think of that could help in ethical decision making?

Session 2, Part 2: Understanding Others

Purpose

1. To help students connect aspects of their own individuality with differences they find in other people.
2. To build empathy skills..

Discussion Questions

- Look around you. How are you like no one else in this group of students? How are you like some others in this group? How are you like everyone in this group?
- Pick a community or organization (could be school) in which you are a participant at home. How are you like no one else in this group? How are you like some others in this group? How are you like everyone in this group? (now, in your host community)
- To what degree does your gender, race, ethnicity or nationality influence a) how you view yourself and others, and b) how you may be viewed by others?
- How might your gender, race, ethnicity, nationality or any other aspect of you influence your leadership?
- Think of different communication styles. Give examples of what you might consider **passive, aggressive and assertive communication**. How would you describe your communication style (passive, assertive, or aggressive)?

What factors do you think have shaped your communication style? Is your communication style the same under all circumstances and with all people? Why or why not?

Exploring Leadership: Yourself, Your Community, Your World

Activities

- Ask students to think about all the characteristics typically used to describe male leaders, and list all of the characteristics typically used to describe female leaders. On a flipchart, write these characteristics under two columns as students call them out. Lead a discussion on the ways male and female leaders are sometimes stereotyped. Are male and female leaders portrayed the same way? Does one group have more negative characteristics associated with it than the other group? If so, why? Can you think of examples of leaders that do not fit these gender stereotypes?
- Show a clip from a television show or movie or use a cartoon (or some other media meant to be humorous, about which opinion is likely to be sharply divided). Ask group members if they liked it or not and why. Is there a right or wrong answer? (This gets at the idea of multiple perspectives and how we all view the world differently – even people from the same country/culture.)
- Have students share examples of people they considered **pluralistic** leaders – that is, leaders who had to appeal to a wide cross-section of different types of people (e.g. Nelson Mandela, who led across tribal, racial divisions, language, culture and socioeconomic divisions in South Africa, etc.). What did these leaders do that helped them succeed in leading so many different kinds of people?

Assignment

- Write/email a letter to a community leader of your choice (the mayor, or school principal, for example). Ask them how they have solved a difficult ethical problem and the role their values and personal integrity played in the process. Record in your journal. Ask them for permission to share their answer with your group at your next meeting.

Optional Assignment

- Encourage students to attend individually or organize a cluster activity to attend a school or community event designed for people different from themselves and their host families (e.g. Cinco de Mayo, Chinese New Year, Juneteenth, etc.). What was this experience like? How is this culture different or the same as other cultural groups in the community? How does this cultural group interact with the other cultural groups?

Session 3: Interacting in Groups

- Leadership Observation
- Assignment Report Back: Ethical Dilemmas Interviews

Materials Needed

- FLIPCHART
- MARKERS

Purpose

1. To explore various aspects of the group experience.
2. To understand the value of diversity in collective endeavors.
3. To introduce students to the concept of community as it relates to groups and organizations.

Discussion Questions

- Under what conditions might collective action preferable to individual action? Why?
- Pretend that you have to put together a team to solve some very complex problem. How would you select the team members? Should they all think and believe as you do? Why or why not? Can you think of any advantages to having people very different from you involved in trying to help solve a problem?
- In what ways can conflict help or hurt a group?

Activities

- “In one of our first meetings we talked about how you will be asked to work together on a service project in your host community. What attitudes and behaviors from this AFS group would positively contribute to this upcoming service project and make it a more enjoyable experience? What attitudes and behaviors of team members could hinder the group's progress?” Based on these ideas, have students make a list of what they feel will be the key elements of a successful *collaboration* on the group project.
- Have the students as a group develop a list of what they believe the **group goals** should be for the yet-to-be determined service project. Define the word *consensus* and tell the group that they must reach consensus on each goal. Have them record their goals on a flipchart. After they are done, ask them if there were some items about which they disagreed. If so, how did they reach consensus?

Exploring Leadership: Yourself, Your Community, Your World

- Talk about **group dynamics**: Have the students analyze a group or organization of which they are a member. What are its values? How does the group relate to one another? How are people treated? Is there any variation in how people are treated (by age, gender, race-ethnicity)? Who takes an active role? Who talks most? Who talks least? Who is listened to? Who is not listened to? Does the group have any visible symbols? Do any “heroes” exist? For what are they famous? What thoughts or ideas are taken for granted by the membership? (i.e. What ideas are not questioned because "we all believe that") . Each of these makes up a part of what we call group dynamics.
- “Everyone lives in some kind of **community**. How would you define community? What are some of the things (organizations, institutions, etc.) that make up the host community that you are living in now?” If you wanted to find out about what kinds of things your host community needed, who would you ask? Make a list of these people in order to complete the homework assignment. What kinds of questions would you ask them?

Homework Assignment

- Conduct a simple **community needs assessment**. Your tool may be oral or written, depending on what you prefer. Use the list of people you developed in today’s session to find out your community’s needs. Based on your research, bring back ideas for a possible **collaborative service project** between your Sponsored Programs Cluster and members of your host community or school.

Session 4: Building Coalitions & Teams

- Leadership Observation
- Assignment report back: Community Needs Assessments & Collaborative Service Project Ideas

Materials Needed

- HANDOUT:
“Sample Community Asset Map”
- FLIPCHART
- MARKERS

Activities

- Review the list of ideas that students bring back for service projects.
- Help students narrow the list of alternatives by first using the agreed upon **group goals** as a criteria. To what extent does each of the service project ideas support the group’s goals?
- Discuss pros and cons of each idea left on the list. If group is able to come to agreement based on a discussion, stop here. If they are unable to come to an agreement, try weighted voting by using post-its notes (though this works much better in a larger group than you are likely to have). Make sure there is solid support for the decision, even if it wasn’t each students’ first choice.
- Using the service project idea as an organizing principle, have students diagram a **community asset map** which consists of the organizations/ institutions, individuals, or other resources available in the community that could be a partner in the service project. **Distribute the handout “Sample Community Asset Map”** to help get them started.
- Once they have decided on what person or organization would make the best partner, have the students write a letter (from the group) inviting a person(s) or group(s) from the community to collaborate with them on the project they have chosen. Make sure they include the following points:
 1. Who they are and a little about their scholarship
 2. Why they think the service project is important
 3. Why they think the potential partner could help and/or benefit from their involvement in the service project
 4. Invitation to attend your next meeting (for one hour) to assist in refining or redefining the project and working out the details and planning of the project.
 5. Have all students sign the letter

Ask for one of the students to volunteer to make a follow up call to the prospective project partner to ensure they received the letter, and if they will be able to attend the next meeting.

Session 5 – Organization & Action Planning

- Leadership Observation
- Introduction of community guest (have the student who called them take responsibility for getting information about them in order to introduce them)

Materials Needed

- HANDOUT:
“Stakeholder Call Sheet”
“Organizational Meeting Checklist”
- FLIPCHART
- MARKERS

Discussion Questions for Community Partner Meeting: (1 hour)

Have the students divide the following questions up, with each facilitating an equal portion of the discussion questions asked of the community guest. The AFS volunteer should record the answers.

- Have one student give a brief overview of the project “vision”. Does the community partner think this is a good idea? What are the possible problems with the idea? Is there anything they would recommend be done (or not done) in order to avoid these problems?
- What would a realistic goal (metric) for this service project be?
- What resources could the community partner bring to help implement the project? How will those resources be tapped?
- Define the term *stakeholders*. Ask the community partner to help the students identify a list of stakeholders who may also be interested in being involved in the project, or have ideas on how it should be done. Who else should be recruited for this effort? Why?
- With your community partner(s), develop a plan to recruit the important stakeholders to assist in the project. Ask for their advice on what kind of messages and methods of communication would specifically appeal to each targeted group or individual.
- Decide on a time, date and place for an organizational meeting to which to invite possible stakeholders. Develop an agenda for this meeting.
- Have students review the agreed on actions between the students and the community partner before the partner departs from the meeting. (e.g. will the community partner be responsible for providing X number of volunteers from their own organization? Etc.)

Excuse your community partner from the meeting after one hour.

Exploring Leadership: Yourself, Your Community, Your World

Follow Up Activities

- Develop a database of the targeted community stakeholders that should be invited to the organizational meeting. Decide who will communicate with them and how, and by when.
- **Distribute the handout “Organizational Meeting Checklist”:** Make sure all the items on the list are covered. Who will facilitate, keep notes, greet the participants, keep time, serve refreshments, etc?

Homework Assignment

- **Distribute the handout “Stakeholder Call Sheet”:** Divide the list of targeted stakeholders and have students call the people who were invited to the organizational meeting to ensure they received the invitation letter. Encourage them to participate. Be sure to get referrals to other possible interested community members or stakeholders, if possible.

Session 6: Leading an Organizational Meeting

Have students lead the organizational meeting based on the agenda they agreed on with their community partner at the previous planning meeting. The meeting should be about one hour.

After the meeting, sit down with the students and debrief:

- Did we have the people we expected to at the meeting? Why or why not? What should be done about those that we expected but did not actually attend?
- Was there anyone in attendance that seemed “on the fence” about the project? What follow up should be done with them? Who should do it?
- What other follow-up is needed? Examples may include:
 - follow up with donors or sponsors (i.e. organizations donating space or people who agreed to make refreshments for the event, etc.)
 - media invitations
 - public service announcements
 - email confirmations to volunteers (date, time, place, etc.)

Session 7: Leadership in Action Service Project

(2+ hours)

Perform project that was selected.

Service Project Debrief and Closure

Materials Needed

- NEWSPRINT
- MARKERS

Discussion/Debrief Questions

- How did individual leadership factor into the collaborative process? What worked? What didn't? Why? What would you do differently?
- What did you learn about yourself through this experience? What did you learn about your host community? Leadership in general, as its often practiced in the U.S.?
- Consider the topic of personal responsibility. How good were you at accepting responsibility for those things that go well? How about for things that don't go so well?
- How open were you to hearing negative feedback from other individuals about something you may have done?
- Has your philosophy of leadership changed as a result of this experience? If so, how? Why?
- Solicit feedback from your community partners: How did they view their experience with the AFS student group as a collaborative project leader? Ask them to point out strengths and weaknesses in the AFS group's leadership and participation.

Wrap Up & Closure Activities

- Write thank you letters to the people who participated in your service project.
- Leadership Action Plans - Think about a group or organization back home that is important to you. What vision do you have for this group? What can you imagine yourself doing to help this group realize its potential? How might you get started?
- Hand out sheets of newsprint to each student. Have each student put her or his name on the sheet and personalize it with drawings, words, and so forth. With everyone sitting in a circle, pass the sheets around so that each student has the chance to write something on the sheets of each group member.

EXAMPLES OF LEADERS

Well-Known Leaders in the World:

- 1.
- 2.
- 3.
- 4.
- 5.

What do they have in common?

What is a “formal” leader?

What is an “informal” leader?

Examples of informal leaders that I know:

- 1.
- 2.
- 3.
- 4.
- 5.

What makes each one a good leader?

“Strength comes not from physical capacity. It comes from indomitable will.” Gandhi

How might this quote relate to leadership?

What examples have you seen of different kinds of leaders within the same group or community?

LEADERSHIP SKILLS INVENTORY

The purpose of this Leadership Skills Inventory is to help you assess what you feel your level of skill is in several leadership skill areas.

Instructions:

Assess your capabilities in each of the skills listed according to this scale:

1 = I have not done this yet.

2 = I'm not sure.

3 = I can do this satisfactorily.

PLANNING AND ORGANIZATIONAL SKILLS INVENTORY

- ___ I can conduct meetings using an agenda.
- ___ I know how to resolve conflicts effectively.
- ___ I give praise and credit to others for work well done.
- ___ I give encouragement to others in the group.
- ___ I can facilitate group "brainstorming" or planning activities.
- ___ I can organize a group into subunits to complete a larger project.
- ___ I follow up with others to evaluate progress of tasks.
- ___ I work effectively with group advisers and organizational administrators.
- ___ I can identify tasks that need to be accomplished.
- ___ I can arrange tasks from most important to least important.
- ___ I know how to give constructive feedback.
- ___ I seek constructive feedback.
- ___ I maintain the trust of others by respecting confidentiality.

___ **Score for this section**

ORAL AND WRITTEN COMMUNICATION SKILLS INVENTORY

- ___ I can organize and present ideas effectively.
- ___ I can effectively participate in group discussions.
- ___ I can prepare clear and concise written materials.
- ___ I listen carefully and respond to verbal and nonverbal messages.
- ___ I respond appropriately to positive and negative feedback.
- ___ I can debate issues without being abrasive to others.
- ___ I have effective telephone skills.

___ **Score for this section**

DECISION MAKING SKILLS INVENTORY

- ___ I understand the steps involved with effective decision-making.
- ___ I can facilitate groups in the decision-making process.
- ___ I take responsibility for decisions.
- ___ I know how to evaluate the effects and effectiveness of a decision.
- ___ I am flexible with decisions.
- ___ I can explain to others unpopular decisions.

Relational Model of Leadership

In “Exploring Leadership”, Komives, Lucas, & McMahon introduce leadership as a process held together by the relationship of people involved in the process. The formal definition Komives, et al give for leadership is:

“Leadership is a relational process of people together attempting to accomplish change or

make a difference to benefit the common good.”

Five Components of the Relational Model

Leadership Component	Knowledge of...	Belief that...	Skills in...
Inclusive – of people and diverse points of view.	Self and others Citizenship World views Organizational cultures	Differences in people are valuable Fairness and equality are important in the treatment of all people Everyone can make a difference Groups and organizations are “web-like” in structure (as opposed to linear)	Developing talent and potential Listening Building teams and coalitions Engaging in civil discourse
Empowering – of others who are involved.	Power -- its sources and impact Empowerment Self-esteem	Everyone has something to offer That the growth and development of others is necessary and important Contributions of others are valuable and should be solicited Power, information and decision-making should be shared willingly	Sharing information Encouraging or affirming others Building capacity of others Promoting self-leadership Practicing renewal
Purposeful – means having an individual commitment to a goal or activity; individual ability to collaborate and find common ground with others to establish a common purpose or vision.	Change process and models Role of mission and vision in groups or organizations	That a positive attitude helps motivate everyone That individuals, groups and organizations can improve That individuals, groups and organizations can make a difference	Identifying goals Visioning/envisioning Thinking creatively Involving others in vision-building process
Ethical – driven by values and standards and leadership which is “good” or “moral” in nature.	Development of values Influence of values Ethical decision-making	Socially responsible behavior should be encouraged That character development can be enhanced through participation in groups and organizations That high standards of behavior for each person helps everyone That actions which benefit others are preferred over actions which are pursued for self gain	Behaving congruently Being trustworthy (and trusting others) Being reliable and responsible Acting courageously Identifying issues with ethical considerations Confronting unethical or inappropriate behavior in others
Process-Oriented – how the group goes about becoming a group, remaining a group, and accomplishing the group’s purpose.	Community Group Process Relational aspects of leadership Systems perspective	Process is as important as outcome High quality effort should be encouraged Good things happen when the process is sound and is trusted	Collaboration Giving and receiving feedback Learning Active listening Engaging in creative conflict (confronting others in ways

Exploring Leadership: Yourself, Your Community, Your World

			that produce growth and deepen understanding)
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Ethical Decision Making

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The six steps of a natural decision-making process are:

Step 1: Define the problem

The most significant step in any decision making process is describing why a decision is called for and identifying the most desired outcome(s) of the decision making process.

One way of deciding if a problem exists is to couch the problem in terms of what one wanted or expected and the actual situation. In this way a problem is defined as the difference between expected and/or desired outcomes and actual outcomes.

Step 2: Identify available alternative solutions to the problem

The key to this step is to not limit yourself to obvious alternatives or what has worked in the past but to be open to new and better alternatives. How many alternatives should you identify? Ideally, all of them.

Step 3: Evaluate the identified alternatives

As you evaluate each alternative, you should be looking at the likely positive and negative consequences for each. It is unusual to find one alternative that would completely resolve the problem and is heads and shoulders better than all others. Differences in the "value" of respective alternatives are typically small, relative and a function of the decision maker's personal perceptions, biases and predispositions.

As you consider positive and negative consequences you must be careful to differentiate between what you know for a fact and what you believe might be the case. The decision maker will only have all the facts in trivial cases. People always supplement what facts they have with assumptions and beliefs.

Step 4: Make the decision

When acting alone this is the natural next step after selecting the best alternative. When the decision maker is working in a team environment, this is where a proposal is made to the team, complete with a clear definition of the problem, a clear list of the alternatives that were considered and a clear rationale for the proposed solution.

Step 5: Implement the decision

While this might seem obvious, it is necessary to make the point that deciding on the best alternative is not the same as doing something. The action itself is the first real, tangible step in changing the situation. It is not enough to think about it or talk about it or even decide to do it. A decision only counts when it is implemented.

Step 6: Evaluate the decision

Every decision is intended to fix a problem. The final test of any decision is whether or not the problem was fixed. Did it go away? Did it change appreciably? Is it better now, or worse, or the same? Did the solution create any new problems that weren't anticipated?

Ethics Filters

Until now we have been discussing a generic decision model. But our concern is not just decision making; it is ethical decision making. The ethical component of the decision making process takes the form of a set of "filters".

At key steps in the process the decision maker can stop and run his/her considerations through these filters and thus separate the ethical aspects from the remainder of the decision. This ensures that the ethical issues involved in the decision are given proper consideration.

Models and Strategies to Consider

“The Six Pillars of Character”

Will the action violate any of the following core ethical principles? For instance, does it involve lying or breaking a promise; is it disrespectful to anyone; is it irresponsible, unfair or uncaring; does it involve breaking laws or rules? Eliminate unethical options.

1. Trustworthiness
2. Respect
3. Responsibility
4. Fairness
5. Caring
6. Citizenship

Consider the Effect on Others

Identify the stakeholders and how the decision is likely to affect them. Consider your choices from the point of view of the major stakeholders. Identify whom the decision will help and hurt.

The Wisdom of Others

Talk to people whose judgment you respect. Seek out friends and mentors, but remember, once you've gathered opinions and advice, the ultimate responsibility is still yours.

Emulate the Ideal Role Model

What would the most ethical person you know do? Think of the person you know or know of (in real life or fiction) who has the strongest character and best ethical judgment. Then ask yourself: what would that person do in your situation? Think of that person as your decision-making role model and try to behave the way he or she would.

The “Sunlight” Test

What would you do if you were sure everyone would know? If everyone found out about your decision, would you be proud and comfortable? Choices that only look good if no one knows are always bad choices. Good choices make us worthy of admiration and build good reputations. It's been said that character is *revealed* by how we behave when we think no one is looking and *strengthened* when we act as if everyone is looking.

The “Golden Rule” Test

Some may have heard of what we call the “Golden Rule” – that is, “do unto to others as you would have them do unto you.” The Golden Rule is one of the oldest guides to ethical decision-making. If we treat people the way we want to be treated we are likely to live up to the Six Pillars of Character. We don't want to be lied to or have promises broken, so we should be honest and keep our promises to others. We want others to treat us with respect, so we should treat others respectfully.

SAMPLE COMMUNITY ASSETS MAP

Local Institutions

Schools
Libraries
Hospitals
Parks

Businesses
City Hall
Police
Unions

Community Associations

Churches
Neighborhood Associations
Cultural Groups
PTAs

Individuals

Youth
Elderly/Retired
Professionals
Artists
Farmers

Service Clubs
Sports Leagues
Business Associations
Interest Groups
Charitable Organizations

Community Colleges
Radio Stations
Political Committees
Chamber of Commerce

Newspapers
Transportation
Fire Stations
Performing Arts Centers

STAKEHOLDER CALL SHEET

Name: _____ Phone # _____

Organization: _____ Title: _____

Date(s) called/messages left: _____

Summary of conversation once contacted:

ORGANIZATIONAL MEETING CHECKLIST

- Is the meeting place familiar, accessible, representative and have adequate space?

Notes:

- Are we sure the date and time do not conflict with another important or large meeting or event that people may need to attend?

Notes:

- Do we have an agenda? Does it:
 - ___ accomplish the goals we want?
 - ___ allow adequate time for discussion and feedback?
 - ___ allow for participation of everyone who wants to be involved?

Notes:

- Do we need:
 - ___ a printed agenda?
 - ___ any background materials?
 - ___ sign in sheet?
 - ___ name tags?

Notes:

- Do we have/need a:
 - ___ Meeting facilitator
 - ___ Note-taker