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| **Lead Self**  **Day One**  **Session One: Developing the Leader Within** | |
| **Purpose:** Students realize the power of taking responsibility for self-development and self-awareness. The purpose of this session is for students to engage in reflection and introspection of self. Students engage using critical thinking to analyze their personal strengths and weaknesses as they relate to one’s behavior and ability to lead self by developing a personal philosophy. | |
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| **Instructional Strategy**  The instructor’s role in the seminars is to facilitate Socratic styled discussions, group work and activities. Key in Socratic teaching is the focus on giving students questions, not answers. Seminars are designed to challenge students with specific pre-session readings, limited lectures, and seminar interaction. Students engage in seminars by reflecting on assigned readings, taking notes during limited lecturing, and fully participating in seminar and group discussions. The intent of the readings, lectures, and seminar interactions is to reinforce the session learning objectives.  Though the emphasis is on the Socratic method, there are periods of time when a more traditional teacher to student role will be used. This is partially due to limited knowledge or experience some of the students have in the leadership theory and practice. Another factor is the reality that not all students will do the pre-session readings and therefore not fully prepared to engage in the group discussions. | |
| **Learning Objectives:**  1. Define Self Concept  2. Define Leading self  3. Understand how to build one’s self leadership  4. Create a personal leadership philosophy | |
| **DoD Competencies** | * Accountability * Continual Learning * Flexibility * Interpersonal Skills * Problem Solving * Oral communication |
| **Evaluation Methodology** | * Student participation and discussions * Group activities (2) and sharing knowledge |
| **Instructor Preparation** | **Before Session:**   * Review Session One references, slides with notes, and session readings for seminar discussions. * Check classroom for suitability. * Check all equipment and media operability. * Provide student materials (print reading materials if applicable).   **Prep Videos:**   * Slide 4: <https://www.youtube.com/watch?v=Gc4HGQHgeFE> (Nick Vujicic) * Slide 12: <http://abcnews.go.com/Business/video/gm-names-mary-barra-ceo-21162816> * Slide 18: <https://www.youtube.com/watch?v=rCAwXb9n7EY> (Barcelona 92) |
| Session Requirements  Pre-session: | **Student Readings**   1. Develop a Personal Philosophy—6 Questions to answer (Jon Mertz) 2. How to Build Self-Confidence! (Essential Life Skills) 3. Leadership Now! (Ken Blanchard) 4. My Personal Philosophy (Jon Mertz) 5. Self-Leadership: Leading Yourself to Personal Excellence (Neck & Manz) 6. Sources for Lead self. (Dalhousie University) 7. What is Self-Concept? (Kendra Cherry) 8. What is Self Esteem? (University of Texas) 9. You Can’t Lead Others until You Learn to Lead Yourself (Steve Adubato) |
| In-session: | **PPT Slides with embedded videos and instructor notes.**   * The questions embedded in the slides have been prepared for seminar   discussions. Instructors are not limited or restricted to these questions. The key point of the questions is that they are derived from the readings.   * There will be further questions and discussions generated during the interaction between the instructor and seminar students. * Because there are a set number of slides designed to meet the learning objectives for the session, the instructor will have to exercise effective time-management to keep on target. In the event time is running out, the instructor needs determine what remaining information can be covered. Key is not to run out of time, but if that happens, then save enough time to conduct a summary, and do not exceed the time limit. |
| Post-Session: | * Check classroom to make sure all trash and materials are collected and/or disposed. * Note any issues * Prepare for next session (check video links for next session) |
| References: | In addition to the student readings, suggest the following readings for the instructor. Instructors are not limited to what other sources they desire to refer to. However, it is not recommended that any additional readings be required of the students. Referring students to supplemental readings is a wise move.   * Adler, R. B., & Rodman, G. (2009). Understanding human communication (4th   ed.). New York: Oxford University Press.   * Bennis, W. C. (1989). On becoming a leader. Cambridge: Perseus Books. * Brooks, D. (2015). The road to character. New York: Random House. * Bryant, A., & Kazan, A. (2013). Self-Leadership: How to become a more   successful, efficient, and effective leader from the inside out. New York:  McGraw Hill.   * Craig, N. (2018). Leading from purpose: Clarity and the confidence to act   when it matters most. Boston: Hachette Book Group.   * Frankl, V. E. (2006). Man’s search for meaning. Boston: Beacon Press. * Gardner, C. (1994). The pursuit of happiness. New York: HarperCollins   Books.   * Lowney, C. (2003). Heroic leadership; Best practices from a 450-year-old   company that changed the world. Chicago: Loyola Press.   * Maxwell, J. C. (1993). Developing the leader within you. Nashville: Thomas   Nelson.   * Ortberg, J (2001). If you want to walk on water, you’ve got to get out of the   boat. Grand Rapids, MI: Zondervan.   * Pink, D. H. (2000). Drive: The Surprising truth about what motivates us. New   York: Riverhead Books.   * Powell, C., with Koltz, T. (2012). It worked for me; In life and leadership.   New York: HarperCollins books.   * Sinek, S. (2009). Start with why: How great leaders inspire everyone to take   action. New York: Portfolio / Penguin. |