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| **Lead Teams**  **Day Three**  **Session Six: Reflections on Lead Teams** | |
| **Purpose:**  This session affords students the opportunity to self-assess their learning during the seminar and determine how they will apply that new knowledge in their futures. Their thoughts will be shared and discussed with the seminar. | |
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| **Instructional Strategy**  The instructor’s role in the seminars is to facilitate Socratic styled discussions, team 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 team 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 team discussions.  The session is designed to be delivered in a 3-hour construct. This window of time allows the instructor some freedom to extend or shorten activities based on seminar interaction. It is important that the session does not go beyond the 3-hour limit. | |
| **Learning Objectives:**   1. Identify concepts learned and collaborate to develop a group presentation. 2. Reflect on skills learned to enhance continuous self-awareness and team leadership. | |
| **DoD Competencies** | * All six DoD core fundamental competencies   Plus, the competencies specifically addressing leading teams:   * Accountability * Team Building * Decisiveness * Influencing/Negotiating * DoD Mission and Culture |
| **Evaluation Methodology** | * Student participation in seminar and team discussions * Students sharing knowledge and experience in Group activities (4) |
| **Instructor Preparation** | **Before Session:**   * Review all Session One references and slides with notes * Check classroom for suitability. * Check all equipment and media operability to include videos * Provide student materials (print reading materials if applicable) |
| Session Requirements  Pre-session: | **Student Readings: N/A** |
| 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 most 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 to 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: | * N/A |