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| **Lead Self**  **Day Two**  **Session Three: Behavioral Control and Perception** | |
| **Purpose:** The purpose of this session is for students to engage with others using critical thinking to analyze their personal strengths and weaknesses as they relate to one’s behavior and ability to lead self. Key to this understanding and exchange with fellow seminar students is their understanding of how one’s behavior and perceptions impact self-leadership. | |
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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. Examine controls of self-behavior. 2. Recognize your “locus of control”. 3. Understand how perceptions influence relationships. 4. Understand how to change “unintended biases”. | |
| **DoD Competencies** | * Accountability * Continual Learning * Flexibility * Interpersonal Skills * Problem Solving * Oral communication |
| **Evaluation Methodology** | * Student participation and discussions * 1 Group activity; 1 pair and share activity, and seminar sharing knowledge * Three videos. |
| **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:**   * “Meet Mike” * “Who’s to Blame” * “Susan Boyle” |
| Session Requirements  Pre-session: | **Student Readings**   1. 5 Steps to Changing Any Behavior (Lickerman) 2. Discover the 90/10 Principle (Covey) 3. Do You Suffer from Elephant Thinking? (Solomon) 4. Leaders: How do They Manage Perception? (Knight) 5. Positively Contagious (Gordon) 6. Self-Awareness and Personal Development (Williams) 7. The Power of having an Internal Locus of Control (Mikey D) 8. The Relationship Between Feelings and Behavior (Craig) 9. What is Locus of Control (James Neal) 10. What is Person Perception? (Cherry) 11. Choice Theory (Glasser) |
| 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 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: | Glasser, W. (21 September 2017). Glasser's choice theory. Extracted from the  Internet on 5 Oct 2017: <https://en.wikipedia.org/wiki/Glasser%27s_choice_theory>.  Rosenbaum, K. E., and Travis, T. C. (2016). The meaning of difference: American  construction of race and ethnicity, sex and gender, social class, sexuality, and  disability (7th Ed.) New York: McGraw Hill Education.  Wikipedia (Jan 2018). Implicit personality theory. Extracted from the Internet on 5  Jan 2018: <https://en.wikipedia.org/wiki/Implicit_personality_theory>. |