

**be
extraordinary**
pacific lutheran university



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Community Learning Guidelines

Listen actively.

Pay attention, don't interrupt, be present mentally and physically.

Speak from your own experience.

Using "I" instead of "they," "we," and "you" helps you to speak on your own behalf with less risk of shutting out others.

Do not be afraid to challenge others respectfully by asking questions.

To show respect, refrain from personal attacks by focusing on ideas and sharing thoughts and reactions without judgment.

Participate to the fullest of your ability.

Community depends on the inclusion of every individual voice.

Share your own story and experience.

Don't invalidate others' stories by "one upping" them or offering advice.

The goal is not to agree.

We are here to share stories and explore different perspectives with respect.

Be conscious of body language and nonverbal responses.

They can be as disrespectful as words!

Address one another by first names.

Balance inquiry and advocacy.

We usually advocate (offer our own perspective for consideration) more than we inquire (ask questions to discover and understand others' perspectives). This ground rule suggests we practice more inquiry.

Focus on learning.

Choose to learn from one another and expand our view and understanding, rather than evaluate and determine who has the "best" view.

Respect confidentiality.

Please keep the small group sharing confidential. Give others the choice of when they want to share their stories, don't make the decision for them.

Others from the group?



Student Leadership Institute 2010

Learning Objectives

- Students will meet other members of the PLU community
- Students will understand how character strengths inform and impact their actions and opportunities
- Students will gain an awareness of personal strengths, values, and communities
- Students will gain a broader understanding of and appreciation for diverse backgrounds and perspectives in groups, communities, and the world
- Students will become more effective engaging in group processes such as collaboration, common purpose, and controversy with civility
- Students will understand how self and group are responsibly connected to the community and leading for positive social change

Leadership Competencies

Below is a list of concepts and skills the Student Leadership Institute Planning Team identifies as key to successful leadership. Over the course of the SLI, you will have an opportunity to practice, learn about, and reflect on these competencies.

Over-arching values of a PLU Leader: **Hope, Zest, Curiosity, Persistence, Compassion.** It is these five values that provide the foundation for a leader to be a change agent in our community and world. The greater understanding one has of these core values, the stronger one's ability to grow competency in any of these areas below:

Delegation	Control	Marketing
Vision-setting	Facilitation	Ethics
Collaboration	Conflict Management	Decision-Making
Commitment	Team Building	Citizenship
Communication	Self Awareness	Management
Relationship Building	Written Communication	Managing Transition
Creativity	Understanding Others	Coordinating
Critical Thinking	Time Management	Listening
Recruitment	Motivating Others	Advocacy
Role Modeling	Self-Reflection	Empowering Others
Information Sharing		

Wednesday, August 25 -- 8:30am – 5:00 pm

Day 1 Theme: What is an Extraordinary Life?

7:30 – 8:30am ~ Breakfast (UC Commons)

8:30 – 8:55am ~ Welcome and Call to Learning (CK Hall)

Eva Johnson, Student Involvement and Leadership

9:00 – 10:30am ~ Opening Keynote: “Leading an Extraordinary Life: The Power of Hope, Curiosity, Zest, Persistence and Compassion” (CK Hall)

Karin Klinger, CommonsLab Group- Ft. Worth, Texas

10:30 – 10:45am ~ Break

10:45am – Noon ~ StrengthFinders Activity (CK Hall)

Noon – 1:00 pm ~ Lunch Break (UC Commons)

1:15 – 3:30 pm ~ Creating Your Extraordinary Life River (CK & Staff Rooms)

Katherine Knutsen, Residential Life

3:30 – 4:00 pm ~ PLU Commercial Break #1: Zip Cars

Gretchen Howell, Human Resources

4:00 – 4:30pm ~ End of Day Thoughts and Forecasting Day 2 (CK Hall)

Kelly Robinson, Athletic Department

5:30pm ~ Dinner (UC Commons)

Thursday, August 26 -- 9:00am – 5:00 pm

Day 2 Theme: What tools can I use to develop my strengths as an extraordinary leader?

7:30 – 9:00am ~ Breakfast (UC Commons)

9:00am - Noon ~ Creating a Healthy Team, Planning, Constructive Confrontation

Allison Stephens and Lace Smith, Student Involvement and Leadership

Christine Alberto, Residential Life

Noon – 4:00pm ~ Lunch (UC Commons)

1:00 – 4:00pm ~ Building & Sustaining Motivation, Goal Setting (CK Hall)

Kassie Chapel, Residential Life

Allison Stephens, Student Involvement and Leadership

Jen Thomas and Kelly Robinson, Athletic Department

4:00- 4:30 ~ PLU Commerical Break #2: Sustainability

Chrissy Cooley, Sustainability Coordinator

4:30pm – 5:00pm ~ End of Day Thoughts and Forecasting Day 3 (CK Hall)

Christine Alberto, Residential Life

5:30pm ~ Dinner (UC Commons)

Friday, August 27 ~ 9:00am – 5:30 pm – CK Hall

Day 3 Theme: Diversity of Extraordinary Lives

7:30 – 9:00am ~ Breakfast (UC Commons)

9:00am – Noon ~ Panel of Extraordinary Lives (CK Hall)

Angie Hambrick, Diversity Center

Noon – 1:00pm ~ Lunch (UC Commons)

1:00pm – 3:15pm ~ Creating Community Standards: Hope, Zest, Persistence, Curiosity, Compassion (CK Hall & Staff Rooms)

Jeff Olsen Krengel and Kate Schnurr, Residential Life

3:15pm – 3:30pm ~ Break

3:30- 4:00pm ~ PLU Commercial #3: Homecoming 2010 (CK Hall)
Sumerlin Larsen, PLU Constituent Relations

5:00pm – 5:30pm ~ End of Day Thoughts and Forecasting Day 4 (CK Hall)
Angie Hambrick, Diversity Center

Monday, August 30 ~ 8:00am – 11:30 am

7:00am – 8:30am ~ Breakfast (UC Commons)

8:30am – 8:45am ~ Commercial Break: Orientation (CK Hall)

9:00am-10:00am ~ Green Dot
Your session locations and times will be on the back of your nametag.

10:00am – 10:30am ~ Closing of SLI 2010 (CK Hall)
Staff from the Student Leadership Working Group

11:00- 11:45am ~ Bracelet Activity (Staff Rooms)

12noon - Lunch (UC Commons)

6:00pm ~ Student Leadership Barbecue (UC Patio with Papa Eddies)
Photo of Student Leaders will be taken at this time

Facilitators:

Facilitator – Megan Grover
Groups – Sojourner Advocates

Facilitator – Jen Thomas
Groups – Student Athletic Advisory Council (SAAC)

Facilitator – Kelly Robinson
Groups – Women’s Basketball Team

Facilitator – Eva Johnson & Laree Winer
Groups – Leadership Fellows, Vocational Outreach Coordinator, SIL Assessment Intern & Media Board

Facilitator – Lace Smith
Groups – Clubs and Organizations

Facilitator – Angie Hambrick
Groups – Diversity Advocates, Rieke Peer Educators, and ISS Intern

Facilitator – Jeff Olsen Kregel
Groups – Residence Hall Association

Facilitator – Nicole Scheer
Groups – Hong and Hinderlie Resident Assistants and Residence Hall Councils

Facilitator – Kate Schnurr
Groups – Ordal and Stuen Resident Assistants and Residence Hall Councils

Facilitator – Katherine Knutsen
Groups – Harstad Resident Assistants and Residence Hall Councils

Facilitator – Christine Alberto
Groups – Tingelstad Resident Assistants and Residence Hall Councils

Facilitator – Kassie Chapel
Groups – South and Kreidler Hall Resident Assistants

Facilitator – Shannah Paddock
Groups – Foss and Pflueger Resident Assistants and Residence Hall Councils

Facilitator – Rick Eastman & Allison Stephens
Groups – ASPLU

Facilitator – Jennifer Warwick and Bobbi Hughes
Groups – Women’s Center

Facilitator – Emily Dooley
Group – Telelutes



SLI Day 1: Positive Character Strengths & StrengthsFinder

Extraordinary Lives: Positive Student Development at Pacific Lutheran University

This interactive session will equip students to live extraordinary lives through the vehicle of Positive Student Development Theory, an emerging theory on college student development. The theory has emerged through the study of Positive Psychology and character strengths that lead to student success.

<http://www.commonslab.com/PositiveStudentDevelopment-PLU.php>

Karin Klinger serves as the Executive Director for Strategic Initiatives with The Commons Educational Design Group, based in Dallas, Texas. She worked in higher education serving students for more than 14 years in a variety of capacities, focusing her efforts on service, service-learning and leadership development. Klinger is originally from the Pacific Northwest, having grown up in Washington and completed her undergraduate degree in Oregon.

Top 5 Strengths Related to Academic Success of College Students

The VIA Classification of Strengths (Peterson & Seligman)

- **Curiosity:** Taking an interest in ongoing experience for its own sake; exploring and discovering (interest, novelty-seeking, openness to experience)
- **Hope:** Expecting the best in the future and working to achieve it; believing that a good future is something that can be brought about (optimism, future-mindedness, future orientation)
- **Persistence:** Finishing what one starts; persisting in a course of action in spite of obstacles; taking pleasure in completing tasks (persistence)
- **Zest:** Approaching life with excitement and energy; not doing things halfway or halfheartedly; feeling alive and activated (vitality, enthusiasm, vigor, energy)
- **Compassion:** Valuing close relationships with others, in particular those in which caring is reciprocated; intentional mindfulness and the ability to identify with others' suffering and respond with kindness and understanding; also self-compassion and bearing witness to one's own suffering (empathy, mindfulness, acceptance, love)

Social Change Model of Leadership

Basic Premises

This model is *inclusive* in that it is designed to enhance the development of leadership qualities in all students—those who hold formal leadership positions as well as those who do not—and to promote a process that is inclusive and actively engages all who wish to contribute.

Leadership is viewed as a *process* rather than as a position.

The model explicitly promotes the values of equity, social justice, self-knowledge, personal empowerment, collaboration, citizenship, and service.

The model has two primary goals:

To enhance student learning and development; more specifically, to develop in each student participant greater: **Self-knowledge:** understanding of one's talents, values, interests, especially as these relate to the student's capacity to provide effective leadership.

Leadership competence: the capacity to mobilize oneself and others to serve and to work collaboratively.

To facilitate positive social **change** at the institution or in the community. That is, to undertake actions which will help the institution/community to function more effectively and humanely. The 7 C's model examines leadership development from three levels:

The Individual: What personal qualities are we attempting to foster and develop in those who participate in a leadership development program? What personal qualities are most supportive of group functioning and positive social change?

The Group: How can the collaborative leadership development process be designed not only to facilitate the development of desired individual qualities but also to effect positive social change?

The Community/Society: Toward what social ends is the leadership development activity directed? What kinds of service activities are most effective in energizing the group and in developing personal qualities in the individual?

The 7 C's of Leadership Development for Social Change

Consciousness of Self means being aware of the beliefs, values, attitudes, and emotions that motivate one to take action.

Congruence refers thinking feeling and behaving with consistency, genuineness authenticity, and honesty toward others. Congruent persons are those whose actions are consistent with their most deeply held beliefs and convictions. Clearly, personal congruence and consciousness of self are interdependent.

Commitment is the psychic energy that motivates the individual to serve and that drives the collective effort. Commitment implies passion, intensity, and duration. It is directed toward both the group activity as well as its intended outcomes. Without commitment, knowledge of self; is of little value. And without adequate knowledge of self, commitment is easily misdirected. Congruence, in turn, is most readily achieved when the person acts with commitment and knowledge of self.

Collaboration constitutes the cornerstone value of the group leadership effort because it empowers self and others through trust. Collaboration multiplies group effectiveness by capitalizing on the multiple talents and perspectives of each group member and on the power of that diversity to generate creative solutions and actions. Collaboration empowers each individual best when there is a clear-cut "division of labor."

Common Purpose means to work with shared aims and values. It facilitates the group's ability to engage in collective analysis of the issues at hand and the task to be undertaken. Common purpose is best achieved when all members of the group share in the vision and participate actively in articulating the purpose and goals of the leadership development activity. Recognizing the common purpose and mission of the group helps to generate the high level of trust that any successful collaboration requires.

Controversy with Civility recognizes two fundamental realities of any creative group effort: that differences in viewpoint are inevitable, and that such differences must be aired openly but with civility. Civility implies respect for others, a willingness to hear each other's views, and the exercise of restraint in criticizing the views and actions of others, and it is best achieved in a collaborative framework and when a common purpose has been identified. Controversy (conflict, confrontation) can often lead to new, creative solutions to problems, especially when it occurs in an atmosphere of civility, collaboration, and common purpose.

Citizenship is the process whereby the individual and the collaborative group become responsibly connected to the community and the society through the leadership development activity. To be a good citizen is to work for positive change on behalf of others and the community. Citizenship thus acknowledges the interdependence of all who are involved in or affected by these efforts. It recognizes that the common purpose of the group must incorporate a sense of concern for the rights and welfare of all those who might be affected by the group's efforts. Good citizenship thus recognizes that effective democracy involves individual responsibility as well as individual rights. In order to better understand the potentially complex connections among the individual, group, and community values, let us consider each possible pairing of these three groups.

Change is the value "hub" which gives meaning and purpose to the 7 C's. Change, in other words, is the ultimate goal of the creative process of leadership – to make a better world and a better society for self and others.

Source:

Higher Education Research Institute. (1996). A Social Change Model of Leadership Development: Guidebook Version III. Los Angeles: The Regents of the University of California.

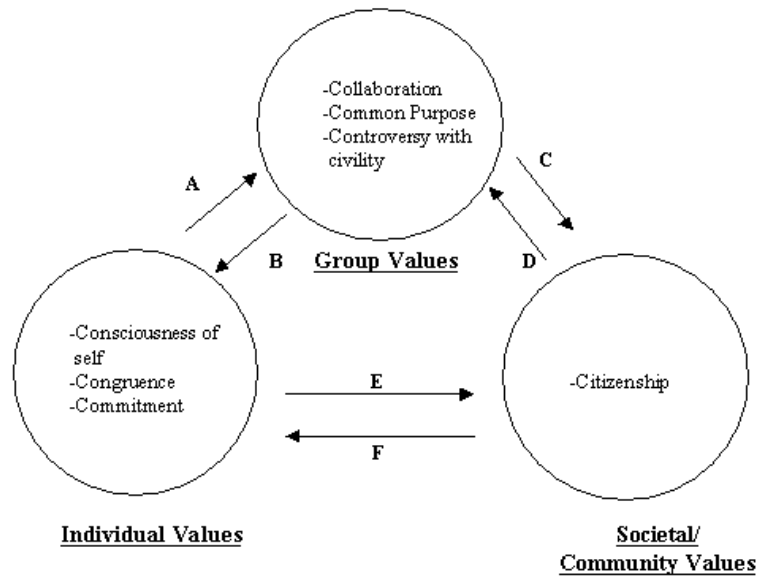


Figure 1. The 7 C's organized by level of focus



SLI Day 2: Forming a Group

Pre-Activity- Individual Reflection:

Based on your individual strengths, what do you perceive to be your strengths in a group and/or role on a team?

Activity: LEGOS! (25 minutes)

Give each staff group 1-2 bags of Legos with no instructions.

Post Activity- Individual Reflection:

- How were you aware of your strengths on a team?
- How did your strengths come into fruition?
- What were some roadblocks to your strengths?
- What was a roadblock you saw for the team? How could one of your strengths assist in breaking down this barrier?

Theory Behind it: Cycle of Group Formation

Tuckman's Model of Group Development (1965)

Forming—Groups initially concern themselves with orientation accomplished primarily through testing. Such testing serves to identify the boundaries of both interpersonal and task behaviors. Coincident with testing in the interpersonal realm is the establishment of dependency relationships with leaders, other group members, or pre-existing standards.

Storming—The second point in the sequence is characterized by conflict and polarization around interpersonal issues, with concomitant emotional responding in the task sphere. These behaviors serve as resistance to group influence and task requirements.

Norming—Resistance is overcome in the third stage in which in-group feeling and cohesiveness develop, new standards evolve, and new roles are adopted. In the task realm, intimate, personal opinions are expressed.

Performing—The interpersonal structure becomes the tool of task activities. Roles become

flexible and functional, and group energy is channeled into the task. Structural issues have been resolved, and structure can now become supportive of task performance.

Adjourning—The group brings finality to the process, tasks and ideas are closed, and members anticipate a change in relationships (1977).

Group Reflection: Led by facilitator

- Can you identify as a group when you were going through these phases?
- How did you utilize the strengths of your team members?

Additional Activity (for another time):

- Have the group work together or individually to create an agenda for the first day of forming for the organization that you are part of or leading

Resource To Go:

Activities to use as the leader for each stage

Forming:

- Ice breakers to help members get to know each other
- Retreat or workshop for the executive officers or organization members
- Review the organizations' mission and purpose with the members
- Identify the expectations of members and executive officers
- Work with the executive officers to share organizational history and tradition
- Provide information to the executives and members on institutional policies and procedures
- Have individual meetings with organization president and/or adviser
- Discuss effective meeting management, planning programs, and team building with executive officers
- Provide support to executive officers
- Provide an initial 'to do' list for executives to assist them in beginning their duties

Storming

- Provide mediation resources when conflicts become difficult for the group to manage
- Teach confrontation and communication skills to exec and members
- Hold a roundtable discussion on issues with the organization and members involved
- Review the mission statement, purpose, and expectations in order to redefine the organization's action plan.
- Conduct a group decision making activity
- Discuss and review the executive officer roles
- Develop a 'rebuilding' team activity
- Remind everyone that the storming stage is a natural part of the formation of a group

Norming

- Schedule a more in-depth team-building activity that includes greater self-disclosure
- Have the members design T-shirts, pins, or swag to identify themselves as a group
- Assist the group in starting a new program that will create tradition
- Review and possibly establish new goals for the organization
- Maintain executive board and member relations so as to avoid reverting back to the storming stage

Performing

- Ensure that the organization and membership have a task
- Support the members and executive officers by giving feedback about what is going well and what can be approved upon next year

- Step back and allow the organization to perform!

Adjourning

- Develop a closure activity to help members determine what they learned and benefited from during the year conduct and assessment or evaluation of the year
- Develop transition reports for the new executive board
- Create a recognition plan
- Coordinate a closing banquet with awards and other expressions of appreciation
- Encourage the executive officers and members to assist the group for next year in training, orientation or other responsibilities

Dunkel, N.W. & Schuh, J.H. (1998). *Advising Student Groups and Organizations*. San Francisco: Jossey-Bass

Case Studies on Motivating Student Leaders

Review the following case studies and determine how to:

- Motivate the individual/group involved in the case study
- Create an environment that fosters continued and increased motivation among individual/group
- Use an individual/group's motivation to influence others

Case Study A

David is a rising-sophomore who has been appointed to serve as a representative on the Student Government Senate. At his first senate meeting David was impressed by the leadership that the Senate Executives demonstrated and their vision for the upcoming academic year to collaborate more with campus organizations to better represent the student government to all students. However, after talking with his fellow senators after the meeting it seemed that he was the only one who was on board with the executives' vision.

Lacey, a rising-senior who had been on Senate for the two years prior, was adamant at the meeting about her dislike for the organizational vision that had been discussed at the Senate meeting. Lacey told David afterward, "I just don't think that the Executives understand what the student body needs. They are trying to replace the college programming board when really we should be representing student concerns to the administration."

While David couldn't say he agreed with Lacey, he was concerned that without the support of the rest of the Senate members, the vision the Executives had would never be able to come to fruition. Another Senator said, "Well if this how its going to be then I'm just going to sit back, relax, and throw this position on my resume while the Execs do all of their work."

David had never faced this dilemma before. In high school, he had always had full support from peers he worked with in leadership positions, but now it seemed that his colleagues were unmotivated and unwilling to work toward a common organizational goal.

- How can David motivate his Senate colleagues, especially as he is not in an executive position but on the same “level” as the other senators?
- How can David ensure that this negative outlook on the upcoming year will not deter his motivation?

Case Study B

Jessica is a senior and she is part of a brand new coalition for sustainability on campus. The last year she worked within a team of two people to generate campus interest and student involvement in the coalition for the upcoming year. This year, Jessica is excited to begin work at the University with over twenty-five students registered to participate in the coalition.

However, as much as Jessica is excited to be leading such a strong group of interested individuals, she fears that after the year starts, the interest in sustainability may subside and numbers may dwindle. She also is concerned that as this group consists primarily of students how she can continue to gather university support from faculty, staff, and administrators so that the group can become more influential and something that the campus community will support.

- How should Jessica maintain the interest levels of the individuals registered to participate in the coalition throughout the upcoming year?
- How can Jessica recruit interest and involvement from faculty, staff, and administrators that will further motivate the group as a whole?
- How can the group create motivation for sustainability within the campus culture?

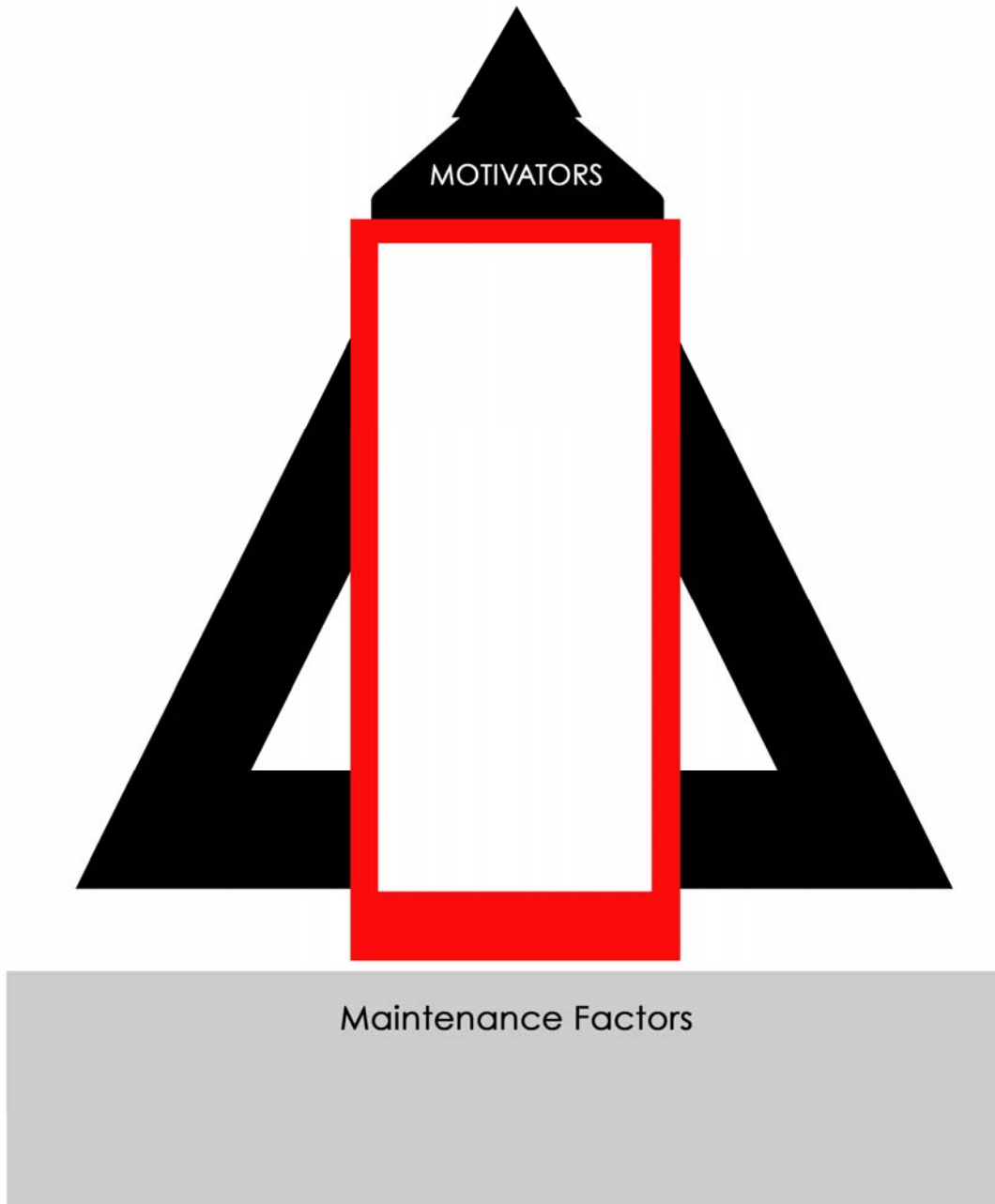
Case Study C

Thomas is working for a leadership office on campus for the third year in a row. Each week he helps to organize campus leadership and involvement opportunities while managing a group of his peers to implement these opportunities.

At this point, his role has become “old-hat” and routine. His supervisor and peers all believe that he is doing a fine job and have no complaints about the quality of his work. He really feels that there is no need to change or put in any extra effort in order to get his job done, because he believes that he is meeting expectations as it is. Bottom line, Thomas is working in this position for one more year and then it will be one more thing to add to his resume.

- Would you consider Thomas motivated by his position? Why or why not?
- What factors do you think are contributing to Thomas’s motivation level? Why are these factors important in relation to Thomas’ level of motivation?
- Is there anything Thomas can personally do to maintain or improve his level of motivation from where you believe it is currently?

Motivation Rocket



In the figure above in the lower section write down items that you would consider the foundation of who you are – these are known as “Maintenance factors.” These items may not necessarily motivate you, but without them you cannot accomplish what you aim to accomplish as a leader or within a position of responsibility. After you have completed the lower section, fill in the top section with items that you feel personally motivate you

and help you to persist in your coursework, employment, leadership positions, and other areas of your life – these are known as “Motivators” and will be more complex, “big picture” items.

Constructive Confrontation

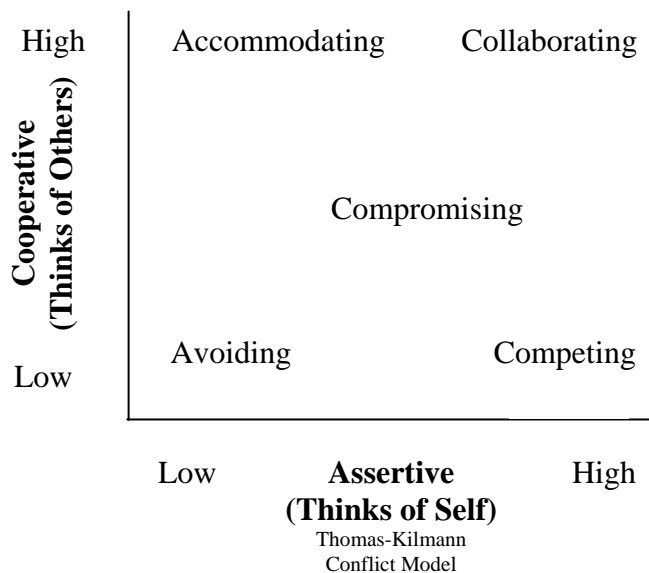
Student Learning Guide – SLI 2010

In this session, we hope you learn how to better:

- Identify your own tendencies around conflict,
- Understand the benefits of constructive confrontation, and
- Gain skills to improve your approaches to resolving conflict in various contexts

Self

What is your approach when it comes to different types of conflict?



Self-Assessment: What **factors** change your approach to conflict?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

7. _____

8. _____

The last time my brain went up the **Ladder of Inference** was:

Ladder of Inference – Created by Chris Argys – Utilized by Peter Senge, 1994

The last time I was “judged” because someone didn’t fully understand my context was:

Attribution Theory – By Fritz Heider, 1958

Conflicts I might face in my role(s) this coming year & conflicts my team may face:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Constructive Confrontation

My personal definition of Constructive Confrontation: _____

Constructive Confrontation

Learning Objectives:

- Identify own tendencies around conflict
- Understand the benefits of constructive confrontation
- Gain skills to improve approaches to resolving conflict in various contexts

Self

Approaches to Conflict (lecturette)

Avoiding
Competing
Accommodating
Compromising
Collaborating

Self-Assessment: Which approach would you most likely choose if faced with the following scenarios?

1. Your roommate/officemate is leaving dirty dishes in your shared space.
2. Your classmate is looking at your work during a quiz.
3. One student is not pulling his/her weight on your final group project, worth 40% of your grade.
4. Someone rear-ended your car on the road.
5. Your best friend said something hurtful about you behind your back.
6. Your mother or father made a decision that you deem to be morally wrong.
7. The lady at the grocery store cut in front of you in the checkout line.

Factors:

Relationship (When the relationship is important to you, what approach do you most likely take? When the relationship is not important...?)

Personal Investment (When you are highly invested in the outcome...? When you are not invested...?)

Stakes (When the stakes are high...? When the stakes are low...?)

The Ladder of Inference

Attribution Theory

Brainstorm: What types of conflicts might you face in your role this coming year? On your team?

Constructive Confrontation

Constructive Confrontation (lecturette)

Definition: the intentional, deliberate, and systematic use of confrontation as:

- A facilitated dialogue that establishes a specific course
- A guidance system to maintain that course
- A monitoring method to make course corrections as necessary

(ConstructiveConfrontation.com

<http://www.constructiveconfrontation.com/whitepaper/index.php>)

Connect

Suspend Assumptions

Listen (**Civil discourse** is engagement in conversation intended to enhance understanding.)

Collaborate

Group

Setting team expectations around constructive confrontation (students & supervisor).

What do you expect peers/supervisor to do when conflict arises?

What do you expect peers/supervisor to do when someone is not meeting expectations?

What do you expect peers/supervisor to do when someone lacks motivation?

What do you expect peers/supervisor to do when conflict arises?

How will we check in on a regular basis to identify conflict/issues/etc.?

Practice: Each supervisor create a case study specific to your context.

Individual: What will you do?

Group: What do you expect others (peers & supervisor) to do?

Group: What is the desired outcome of constructive confrontation in this case?

My Staff Case Study:

Captain of the Boat

(Zest)

Purpose:

Offer an energizer to a large room

Help members of a team get to know each other

Time Required: 10-15 minutes

Size of the group: not smaller than six, no maximum

Required materials: none

Directions:

- Gather everyone in a group to explain the rules
- Leader is the “Captain” of the boat and will call out instructions:
 - “Captain on Deck” → stop and salute the leader
 - “At Ease” → command that releases the group for the next command. No further command can be initiated until the leader calls “at ease”
 - “Captain’s ball” → Two people dance together
 - “Row the Boat” → Three people in a line “row” the boat
 - “Octopus” → four people, circle with butts together and wave arms like an octopus
 - “Starfish” → Five people form a circle facing each other, hold hands and raise hands above head
 - “Rough Seas” → Quickly run to the sides of the boat
- Call out a command, before calling “at ease” decide who is left out of a group command and have those individuals move to the sides of the boat
- If people stop doing directed activity before Captain calls “At ease”, those people are out (similar to “Simon Says”)

PLANNING AND GOAL SETTING

(Persistence, Hope)

Soon, Someday and for our Organization

Supplies

3 x 5” cards

Post it notes

Pens

Construction paper (large poster paper → 1 per group/organization)

Activity

- Pass out supplies
- Have students spread out around room and ask them to write down 15 things they really want to do (on the 3 x 5 cards):
 - 5 for Someday, 5 for Soon, 5 for the Organization

5. Once identified your approach from the list of possible solutions, identify the action steps. What will be done, who will do it, by when and how will you measure your success?

What will be done?	By Whom?	By When?	How will you measure your success?

If time allows, share your organizational group Action Plan with another group and receive feedback



Day Three: Panel of Extraordinary Lives

Cheryl Cristello

Josh Cushman

Kaitlyn Barrett

The Negro Speaks of Rivers

Langston Hughes, 1921

I've known rivers:

I've known rivers ancient as the world and older than the
flow of human blood in human veins.

My soul has grown deep like the rivers.

I bathed in the Euphrates when dawns were young.

I built my hut near the Congo and it lulled me to sleep.

I looked upon the Nile and raised the pyramids above it.

I heard the singing of the Mississippi when Abe Lincoln
went down to New Orleans, and I've seen its muddy
bosom turn all golden in the sunset.

I've known rivers:

Ancient, dusky rivers.

My soul has grown deep like the rivers.

Drawing Your River

Using whatever starting point you wish, draw your Leadership River. Synthesis what you have learned thus far about yourself (StrengthQuest), the Five Character Strengths (Curiosity, Hope, Zeal, Persistence, and Compassion), the stories of the Extraordinary Lives Panel. Put in your River significant events that have caused transition, joy, pain, learning, unlearning, or relearning.

As you map out your Leadership River, think about images, words, phrases, feelings that came up for when you think of creating your individual river. For example:

The River Nile (Egypt, Sudan, Ethiopia) – fertile, life source, civilization, culture, history
Ganges (India) – holy, history, population, pride, spiritual, festivals, celebrations
Lena (Russia) – part of a trio of Rivers, solid, life, ice blocks, stabilizer

Yukon (Canada and US) – transportation, multiple sources, navigation, sustenance
Amazon (Brazil and Peru) – isolation, refreshing, systems, disputes, doubts, life
Mississippi (US) – levees, structure, support, navigation, explore, connections, change
Euphrates (Iran, Turkey, Syria) – ancient, modification, fertile

Rivers are:

- Sources of water, food, transportation, bathing, power
- Complex ecosystem

Rivers can be:

- Youthful rivers – have very few tributaries (connections) and flows quickly
- Mature rivers – flows more slowly, fed by many tributaries (connections) and influences other bodies of water
- Rejuvenated rivers – flow is raised by a (tectonic) uplift

Rivers have:

- Multiple directionalities, sources, inputs, and outputs
- Erosion, rocks, bridges, glaciers, deposits
- Dams, levees, canals, bridges

Questions:

Choose a moment in the river – why is it significant?

What difference or impact did the experience make in your life?

What character strength(s) “showed up” during this experience?

Which character strength(s) do you wish had “shown up”?

What learning about yourself and others did you take away from this experience?



Journal

- Which character strengths did you notice in yourself today? In others?
 - How did you demonstrate your individual values and beliefs as a leader by making a difficult decision today?
 - How did you show your commitment to serve by empowering someone today?
-



Journal

- How did you collaborate and motivate others for positive change?
 - How did you demonstrate your individual values and beliefs as a leader by making a difficult decision today?
 - How did you show your commitment to serve by empowering someone today?
 - How did you advocate for someone in the community today?
-



asplu

clubs & organizations

center for public **service**

diversity **center**

office of development

new student **orientation**

residence **hall** association & councils

residential life

student **athletic** advisory council

student **involvement** & leadership

student media

wang **center**

women's **basketball** team

women's center

2010