MODULE

1 Saturday Session

"A genuine leader is not a searcher of consensus but a molder of consensus."

- *Rev. Martin Luther King, Jr.*

Agenda

Large Group

1. Power of One Presentation
2. Brief Introductions
3. Fixed vs. Growth Mindset

Classroom

4. Quick Rundown of LEAD
5. Timeline of Theories (big overview)
6. Passion Pitches
7. Define Leadership
8. Leadership Inline
9. Examples

Student Objectives:

1. Students will be able to understand the fundamental elements of the LEAD program and its purpose.
2. Students will begin to develop public speaking skills and comfortability.
3. Students will begin to understand their personal definition of leadership and leadership in a larger context.
4. Students will be able to identify elements of effective leadership through case studies.

Large Group Script:

- https://docs.google.com/document/d/13moouguVTTlgu8LqxG2Bz4WsM8e9RG7DxktiLa13IM8/edit?usp=sharing

Facilitator Notes:

- We recommend playing a name game of some sort to help students get to know each other, and help the facilitator make the class feel more personalized.
- For passion pitches, try going somewhere new (besides the classroom) to keep the module dynamic
- Watch the time when doing the inline –– don't spend too long on any 1 subject

Central Zoom Room (15 min)

Power of One Presentation

- Use the presentation that's in the same folder as this module

Discussion Questions (for the whole group):

1. "What is wrong in the world?"
2. "Who thinks they can change these issues?" (thumbs up react) Depending on the result, take them down a journey of how change happens on a multitude of levels. While the videos shown in Power of One changed something big very quickly, that isn't always possible. Change can happen through discussion, volunteering, journalism, contacting politicians and other officials, discovering and spreading new knowledge, and weaponizing capitalism.

Fixed vs Growth Mindset

Resources:

1. Dweck, C. S. (n.d.). Even Geniuses Work Hard. Retrieved August 8, 2017, from http://www.mrscullen.com/images/wd_hw_evengenuisesworkshard.pdf
   a. Overview of fixed vs. growth mindset. Explains each mindset and their differences. Also explains why a growth mindset is favorable, and describes strategies/methods for fostering a growth mindset in others.
2. Brooks, R., & Goldstein, S. (2008, April 5). The Mindset of Teachers Capable of Fostering Resilience in Students. Retrieved August 08, 2017, from http://cjs.sagepub.com/content/23/1/114.full.pdf html

CORE Crash Course (CCC):

A fixed mindset is a state of mind in which a person assumes that their character, intelligence, creative ability, and work ethic are all constants that cannot be changed in a large meaningful or effective way. Success is also thought to be a fixed function of a person's intelligence. Additionally, many perceive a fixed mindset to establish a definition of success that is standard. Failure is thought to be something that should be avoided, as it does not provide a positive impact to the person. In contrast, the growth mindset is a state of mind in which a person believes that character, intelligence, creative ability, and work ethic can be changed or adapted through hard work and dedication. Those with a growth mindset are more likely to enjoy challenges as they can learn more from them. They value failure as an opportunity for constructive feedback to better themselves. Success is not held as a fixed standard, but rather as a varying goal in which something is learned or improved upon.

Tell students that LEAD is what you make of it; you get out what you put in (connecting it to a fixed/growth mindset). If students choose not to participate and keep an open mind towards what they're learning, they will automatically be wasting their time. The information brought forth has the potential to help them develop as students, leaders, and people if they so choose.

Play this video: https://www.khanacademy.org/resources/parents-mentors-1/helping-your-child/v/you-can-learn-anything

Classroom Zoom Room (10 min)

Quick Rundown of LEAD

Introduce yourself to students and review the information below to help acclimate

students to the LEAD program
- Facilitator information
    - Name, grade, hall, and a few interests of yours (who are YOU)
    - Elective you will be facilitating
    - Why you chose to join the team/why you enjoy LEAD
- Mission
    - The mission of Leadership Education and Development is to foster social awareness and equip students with the resources to enhance their understanding of the inner works of leadership.
- What is LEAD? (Don't worry about the specifics, they won't remember it AND it will be gone over later)
    - LEAD modules run almost every Tuesday night, unless extenuating circumstances deem otherwise.
    - All classrooms are facilitated by upperclassmen students so we can help students with life at IMSA. Just seek us out!
    - Classrooms represent a safe-zone; LEAD follows the "Vegas" rule (i.e. whatever happens in LEAD stays in LEAD).
    - Remind students to approach LEAD with an open mind, the program changes year to year and everyone's experience is different (what you put into it is what you get out of it). Emphasize that this year will be totally different than last!
    - Facilitators are peers and friends, don't think of them as teachers. We are always willing to talk, listen, or answer questions.
    - Ask students to raise any questions they may have about the LEAD program, their responsibilities, the facilitators, etc.
    - Lastly, have fun! With exceptional facilitators, exceptional students, and a whole lotta passion, LEAD will be something to remember.

Timeline of Theories

Tell the students that we will be (roughly) following the timeline of leadership theories in the order they were created. Make it clear that each time period had different ideas of what makes a good leader, so some of the theories discussed will be outdated, but it is important to remember where the more relevant theories came from. A summary of the timeline can be found here:
https://docs.google.com/document/d/1_kHAQDq1uPPq6sWWNCCNuWYWnHYj2m5_Gn8TrTgSkKQ/edit

Activity: Passion Pitches (10 min)

Directions:

Have students in the Zoom room talk about something that they are passionate about for a little bit to the entire group. Facilitators have the option to create two breakout rooms and split up the class to make the discussion more intimate. Connect passion back to the values of LEAD, that harnessing passion is the best way to exercise the power of one. Then, ask students to speak about their own passions and what they mean to them. After students share their passion pitches (each should last about a minute), bring up the following discussion. Make it clear that these do not have to be serious passions, and that students just need to discuss something they care about.

Discussion:
1. What makes a passion different from an interest?
2. How did you find your passion? Can you search for it? Does it just come?
3. Does passion necessarily lead to accomplishment or substantial change? If so, how? If not, why?

4. If you're passionate about something, do you have a better chance at successfully accomplishing something?
5. Do leaders need passion?
6. How can passion be used to inspire others? Can passion be shared?

Activity: Defining Leadership (15 min)

Materials:
1. Google Slides, just one slide

Directions:
Alternatively, give students a few minutes to think and then have them raise their hands and dictate their definitions while facilitators type them out on a shared screen. Then, with the class, underline three (3) keywords from each definition to include in a class-wide definition (try to pick out keywords similar to those found in Northouse). Once a definition is written, share the Northouse definition (**"A process whereby an individual influences a group of individuals to achieve a common goal"**), pointing out the striking similarities (don't worry--this always works).

Discussion: Gear this to a conversation about the complexity of leadership & why there are so many different definitions throughout history (Review Northouse Ch 1 for more context)
1. How does the class-wide definition compare with your preconceived notions?
2. Why is it important that we consider leadership a process (transactional or not)?
3. How do you think the definition of leadership has changed throughout history?
4. What is the difference between follower and subordinate?
5. Now that we defined leadership, what could "followership" possibly mean?

Go back to Northouse's definition and clarify that this is the definition that LEAD uses because we believe that leadership is a process and that leadership can be taught.
***Facilitation Note: Whether or not you do this specific activity, make sure this part is a discussion with the whole class. You want them to come to a sort of definition of their own rather than just giving it to them.

Activity: Leadership In-Line (10 min)

Directions:
Once students are ready, designate a green zoom background as yes and a red background as no. Then, read the following statements one by one. Instruct students who agree with the statement to use the green virtual background, while students who disagree with the statement use the red virtual background. Students who lie in the middle may turn off the virtual background. Then, ask students from various points on the spectrum to explain their reasoning (play Devil's Advocate for some more fun). **This activity runs a high-risk for tangents, so make sure students remain focused on the essentials.**

Discussion:
1. A leader must have followers.
2. The first follower is a leader.
3. Leaders can be anonymous.
4. Leaders must have power.
5. Leadership can be identified.
6. Leadership can be learned.
7. Leadership is an innate quality.
8. To be a leader one must succeed.
9. There can only be one leader in an organization.

10. Leaders can be followers.
11. All successful leaders have certain shared characteristics.
12. Leaders are powerful because of the position they hold.
13. An organization or group without a leader will not be successful.
14. A leader is important for a group
15. You can lead without being physically near the rest of your group

Comparing Leadership (10 min)

Adolf Hitler (1889-1945)

Resources:

1. http://www.leadershipgeeks.com/adolf-hitler-leadership/
2. https://leaderonomics.com/leadership/hitler-gandhi-leadership-path

CORE Crash Course (CCC):

Adolf Hitler was born in Austria to a family of three children, however none of his siblings survived infancy, having a large impact on Hitler's early life. Throughout the entirety of his adolescence, Hitler struggled with authority and was in frequent conflict with teachers and especially his father. He had initially wanted to become a painter, and harshly opposed his father' wishes for him to get a career out of technical school. He was rejected from art school twice, consequently joining the military and serving in WWI. In 1918, he was involved in a mustard gas explosion and left temporarily blind through the end of the war. With the growing struggles of Germany after losing the war, Hitler became vehemently obsessed with the idea that his country only lost the war because of Judaism and the rise of Communism. He swore vengeance against these communities and saw their demise as Germany's solution. Using his life's misfortunes as fuel, he soon became a head of the Nazi Party and led with great charisma. Young men who had suffered under the shortcomings of post-WWI Germany showered him with support and he was eventually elected as the Chancellor of Germany. From this position, he carried out his plan through the Holocaust in WWII as well as waging war with all of Europe.

Hitler was a deeply charismatic and forward-thinking leader. He had a constant influence over his people, was a powerful public speaker, and understood his followers and their struggles. He was able to garner significant support because he established a common enemy with the people of Germany, giving them someone to blame for their country's problems. Once he was elected into office, he became extremely authoritarian, stubborn, immoral, and power-hungry.

Mahatma Gandhi (1869-1948)

Resources:

1. https://leaderonomics.com/leadership/hitler-gandhi-leadership-path

CORE Crash Course (CCC):

Mahatma Gandhi was born in India and raised by devoutly religious Hindu parents. By the age of 13, he was dedicated to an arranged marriage. When he was young, his friends pressured him to eat meat, smoke, and steal, all things he eventually became very ashamed of. After stealing when he was 15, Gandhi stated he was willing to accept any punishment necessary. His father forgave him, serving as an early lesson on forgiveness and mercy. In the mid 1890's Gandhi travelled to South Africa, but on the way there, he was thrown off the train for refusing to move in favor of a white passenger. Gandhi was inspired by this injustice to take action. In doing so he witness the destructiveness of war, which eventually led him on his soul-searching journey. He

experienced first hand the discriminatory policies in South Africa that prevented Indians and black people from voting, owning property, and marrying.

Gandhi was one of the first people to popularize nonviolent civil disobedience. Through the protests he lead, Gandhi was able to get the South African government to repeal discriminator laws and inspire others to do the same for their own causes. Gandhi mobilized the Indian population to act together towards the cause of independence. Gandhi had great elocutionary skills and could mesmerize people with his speeches. His status as an icon of the civil disobedience movement helped inspire his cause across all of India. He led by example; his famous Salt March was a 240 mile march towards the sea to disobey the British salt regulations. He was at the front of the march the entire time, and tens of thousands of people joined him and got arrested.

Discussion Questions (for both):
1. Does personal experience influence leadership? Should it?
2. Can you be a good leader without morality?
3. Who is a better leader, Hitler or Gandhi? Why?
4. Are Gandhi and Hitler polar opposites, if so, then why and if not, then why
(If they answer yes continue on.)
5. Hitler and Gandhi both faced extreme hardship in their lives. What was different about their experiences that led them to be polar opposites?
   a. How does a leader know how and when to bring personal experience into their leadership? What happens if they don't?

References

1. http://www.leadershipgeeks.com/adolf-hitler-leadership/
2. https://leaderonomics.com/leadership/hitler-gandhi-leadership-path
3. https://leaderonomics.com/leadership/hitler-gandhi-leadership-path