

MODULE

10

Identity & Leadership

"In the social jungle of human existence, there is no feeling of being alive without a sense of identity." - Erik Erikson

"I am who I am today because of the choices I made yesterday." -Eleanor Roosevelt

Introduction

This module, students are presented an opportunity to explore the concept of identity as it relates to past, present and future. Students will identify their personality type and will reflect on how they use this type in their everyday life. It is important that students understand who they are before they can develop into what type of leader they want to be. To become better people, we work with improving one's confidence, finding one's voice, and other skills included in leadership identity. Facilitators may choose to revisit different leadership styles and theories with students in this module. Additionally, students will discuss leadership at IMSA and how it relates to applying for extracurriculars, board positions, and how it will come up in college essays.

Agenda

1. Introduction (5 minutes)
2. Personality Test (15 minutes)
3. Influences Game (15 minutes)
4. Leadership & Taking Action (10 minutes)
5. Final Discussion and Locus of Control (15 minutes)

Student Objectives:

1. Students will explore their identity and develop a stable sense of who they are.
2. Students will attempt to understand what type of personality style they prefer and see if it connects to their leadership style.
3. Students will become more aware of themselves and their thoughts and behaviors.
4. Students will list influences they have in life which determine choices they make.
5. Students will make connections between the above objectives as it relates to their involvement at IMSA.

Facilitation Notes

When facilitating this module, be conscious of how students will share information back to the class. You may want to do more independent work before coming back to the entire group with answering questions from this module. Also, try to find opportunities for students to share stories anonymously if preferred.

Introduction (5 minutes)

Purpose: The purpose of this module is to explore the identity of each student in LEAD. Understanding who you are, what choices you make, what influences those choices, and how you will lead your life are important points to be aware of. In this module, you should expect to reflect on examples and experiences from your life and will share them out with the class.

Personality Test (15 minutes)

Purpose: Students will figure out what type of leadership style best suits them.

Materials: <https://www.16personalities.com>

Directions: Students will take the test and discuss their different leadership styles.

Discussion Questions:

1. Do you agree with the results? Why or why not?
2. Were any of your results unexpected?
3. How do these results compare with what people have told you about your personality in the past? Or what your family thinks about you compared to your friends?
4. How does this personality show up in your life day to day?

Influences Game (15 minutes)

Purpose: To provide students with the opportunity to explore what influences the choices they make and how they have shaped their character from it.

Materials: Padlet (created by the facilitators before the module on their own account)
SET IT UP!!!

Directions: Label each column in the padlet with one of the following categories:

Family Members

Friends

Social Media/TV/Movies

Cultural/Religious Beliefs

Personal Belief

Academics

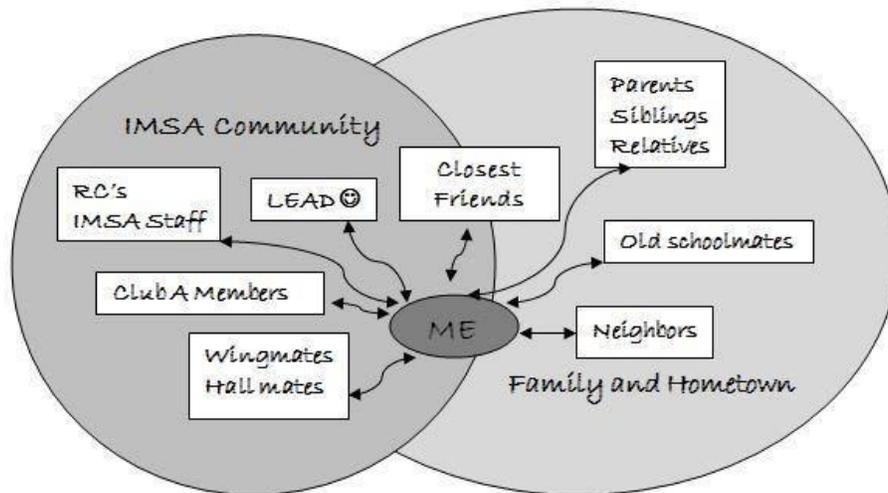
Ask the students to evaluate what they consider to be their biggest influences in making the decisions below:

1. Choosing what to eat for breakfast

2. Picking what movie to watch
3. Picking a topic for group presentation
4. Choosing a club to join
5. Reacting to an emergency situation such as a fire
6. Skipping a class in order to spend time with friends
7. Communicating with a stranger
8. Wanting to go to college
9. Opinion on recreational use of drugs
10. Political beliefs
11. Reaction to receiving a poor grade on an academic assignment
12. Actions chosen for impressing someone you like
13. Choosing your people you hang out with

Discussion:

1. Was there a category (or two) that you found influenced a majority of these decisions? If so, which one(s)?
2. How did you decide which influences had the most effect on the decisions you make?
3. Is it beneficial to have one or two influences by which you are choosing the decisions you make? Why?
4. How do these influences affect the choices that you make? Does everyone have a **transformational** experience(s) that affects how they lead and the choices they make? *** (Notice if students make their experiences seem unimportant due to the word transformational. Let students know that it does matter because it impacted their life.)



Leadership & Taking Action (10 minutes)

Purpose: Explore how they will engage in leadership in the next semester and throughout IMSA.

Materials: NA

Directions:

- Involvement:

- Ask the students to share how they want to be involved at IMSA in the future.
- Do they want to make their own club? Why or why not?
- Do they want to run for a board position? Why or why not?
- Do they want to run for Student Council? Why or why not?
- Look at Common App Prompts (In Module Folder as separate document)
 - Have a discussion about what students notice in the questions.
 - Explain why it is important to start thinking about this now.
 - Beyond high school and college
- Resiliency:
 - Are you prepared to manage setbacks, failures, criticisms, or problems that don't have easy quick solutions?
 - Does anyone have an example of when they planned for something to happen and it didn't go as expected?
 - Show this video on how to Manage setback, failure, criticism - Ted Talk (7 mins) https://www.youtube.com/watch?v=bujIb_sQZvQ
 - Introduce these concepts:
 - **Technical problems** are problems that have solutions. For example, the pressing **problems** that school leaders encounter in their work that can be defined (i.e., they are clearly identifiable) and **for which solutions do exist** (i.e., they may be within the repertoire of the leader or they may be accessible through experts). Thus, in other words, even if the leader does not possess the expertise there are experts who have the needed skills and knowledge to solve the problem. This kind of problem usually means that roles and norms will remain stable.
 - **Adaptive problems/ challenges** refer to situations where there are no known solutions to the **problem** or cases where there are too many solutions but no clear choices. **Adaptive challenges** are by nature, **adaptive**, which also means they are fluid and change with circumstances.

Final Discussion and Locus of Control (15 min)

Purpose:

Identify the key components in a working system.

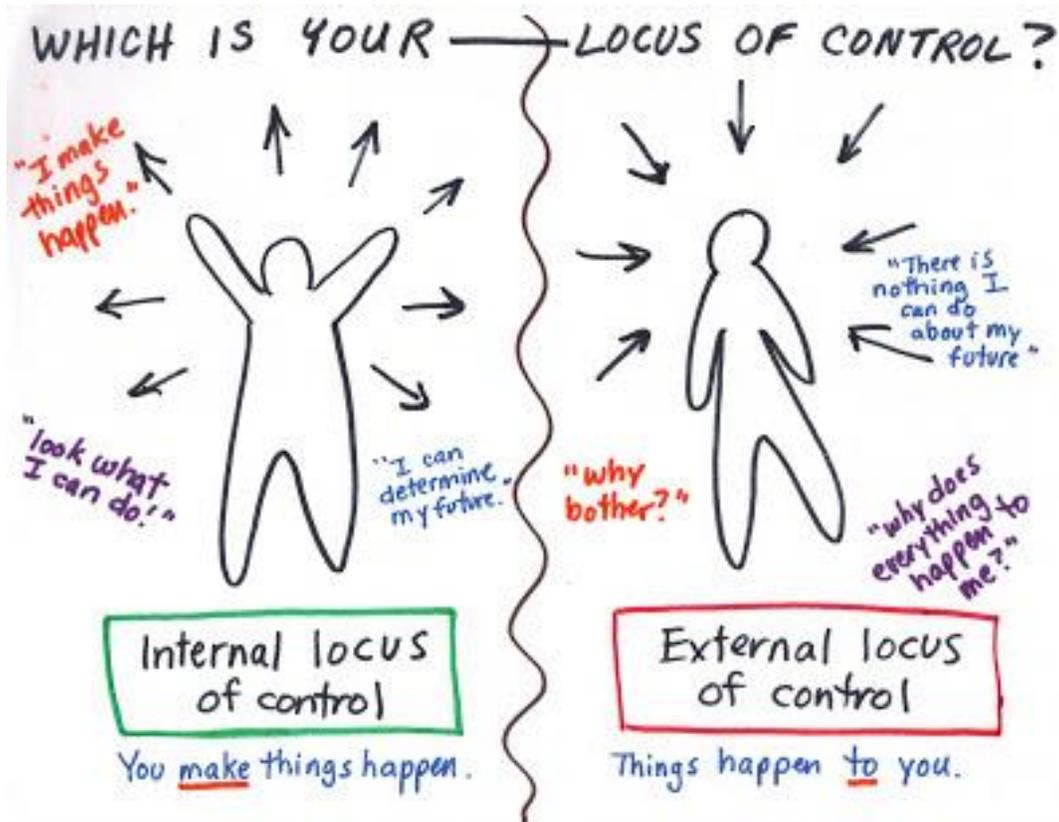
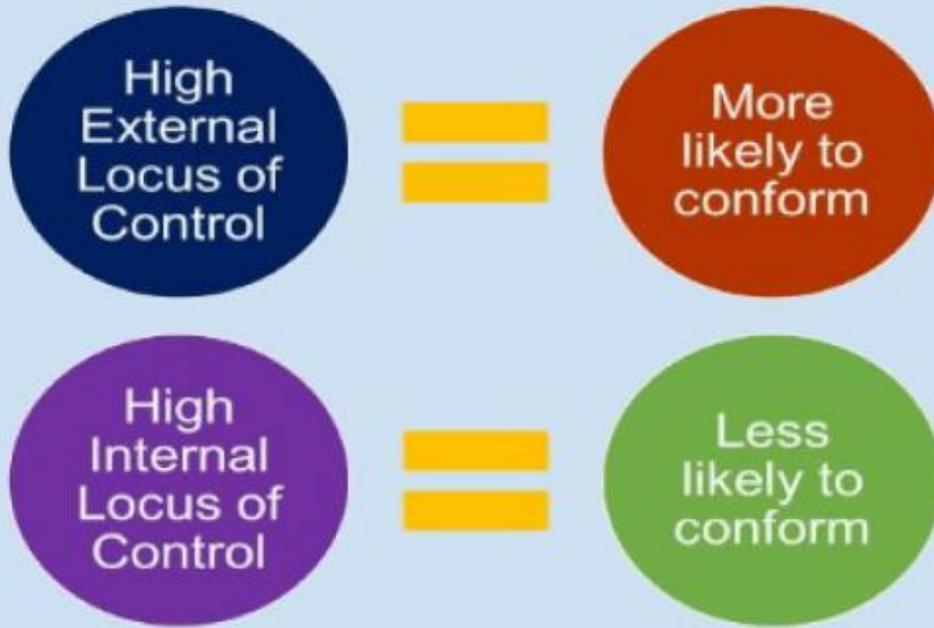
Materials:

<http://www.psych.uncc.edu/pagoolka/LocusofControl-intro.html>

Directions:

Suggest that leadership does not always lie in just one member of the group. Facilitators should also discuss intrinsic and extrinsic motivations in making decisions as a leader. For the test, the Locus of Control is a 13 item questionnaire developed by Rotter (1966). It measures generalized expectancies for internal versus external control of reinforcement. People with an internal locus of control believe that their own actions determine the rewards that they obtain, while those with an external locus of control believe that their own behavior doesn't matter much and that rewards in life are generally outside of their control.

Locus of Control



Discussion:

1. How does knowing what type of a leader you are help you?
2. What will you do in order to achieve balance and improve any weaknesses you may have noticed? (set personal goals)
3. What are some key roles that need to be filled in a working system? (i.e. the leader or task manager, the people who take action, supporters etc.)
4. How do you feel about making your own decisions? To what extent are you in control of the decisions you make? What are some reasons why you may not be in complete control?