Summer leadership seminar

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by
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Senior Project
Jepson School of Leadership Studies
University of Richmond
Richmond, VA

April 1994
SENIOR PROJECT
SUMMER LEADERSHIP SEMINAR

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DR. GILL HICKMAN

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**PROLOGUE**

The idea to work on a summer leadership program with the Hanover School District started at the beginning of junior year. Dr. Howe in passing spoke of a high school district he was working with that was interested in developing a leadership program for rising seniors. After telling him several times that I was interested in working on such a project, Dr. Howe informed me that I could help develop the program in conjuncture with my Senior Seminar. Excitedly, I had in one moment moved from leadership studier to leadership teacher/developer, or so I thought.

**THE PROGRAM**

The project itself is a joint program between Hanover County School District and the Jepson School of Leadership Studies. At this moment everything is tentative. The program has three parts; one, a summer leadership seminar preceding the senior school year; two, a senior project during the school year; and three, a mentorship program during the senior school year. For the most part, the mentorship and the senior project are not areas that I will deal with directly, so they will be discussed first.

**Senior Project and Mentor Program:**
The mentorship entails the coupling of seniors with leaders in the Richmond community or beyond. The students will shadow their mentors and watch leadership in practice and reflect upon their observations. The
The senior project will involve all the students working on a project with in the community or school system that improves in some way the quality of life of others. An example of a possible project would be students starting a students against drunk driving chapter at their school or possibly initiating a literacy program for immigrants to the Richmond area. These two components of the project, the senior project and the mentor program, will augment the learning that the students receive about leadership through the summer leadership seminar. The senior project and the mentor program will be supplemented by a weekly seminar. The seminar will reinforce what the students learned in the summer seminar. Also, the learning will be increased by using the reflective practitioner and by sharing experiences. The students will also receive high school credit for these two experiential learning experiences.

**Summer Seminar Overview:**
The original conception for the summer seminar has thirty rising seniors, ten from each of the three high schools, meeting for two weeks, nine to five, at the University of Richmond. The University of Richmond has agreed to give the eighty hours of classroom for the seminar. Throughout the seminar, the students will learn about leadership through a variety of different practices, including group projects, discussion, videos, role playing, exercises, readings and simulations. (See Attachment #1 for the syllabus for Day One, the first day of the seminar, and Attachment #2 for samples of possible group projects.) Before the seminar they would be given the text *Leadership, Enhancing the Lessons of Experience* by Hughes, Richard L. and the accompanying readings to complete before the beginning of the seminar. The philosophy and mission of the seminar are
the same as those for the Jepson School of Leadership Studies. The goals of the summer seminar are not as substantial as for those of the Jepson School of Leadership Studies but do include the following:

Upon completion of the program, participants should be able to:

* Understand the different qualities and styles of leadership
* Analyze the effectiveness of leaders
* Understand leadership’s influence on success and failure
* Understand the effects of leadership not only within the high school context but in different frames of reference as well.
* Use leadership skills and understand leadership in the following areas: (a) vision and goal setting; (b) communication, with a strong emphasis on empathy and different viewpoints; (c) team building, working with others, and group processes; (d) problem solving, alternative solution generation, and decision making; (e) the reflective practitioner concept and self improvement; (f) negotiation; (i) the responsibilities of power and its effects; and (h) ethics, leadership, and moral responsibility.

Just as important, it is hoped that the students will receive an experience that will stress the importance of moral courage, empathy for diverse opinions, and an understanding of the responsibilities of citizenship. While the above three areas are intangible, they represent what I feel to be at the center of true leadership.

Student Teachers:
Tentatively, the program will be taught by three University of Richmond
Leadership Studies majors. There major reason for this is funding. The compensation required to employ a teacher to teach the course is likely to be beyond the means of the program. To put teaching the seminar into perspective, the seminar will be 80 classroom hours over two weeks with thirty students plus preparation and evaluation. A typical teacher at the University of Richmond will teach three courses of approximately 25 students over 15 weeks. Each class will have 45 in-class hours plus preparation. However, it is important to note that the teachers are specialists in their field and are usually teaching traditional classes that they have taught before, thus decreasing the time for preparation. A point of reference can be the beginning of the Jepson School and their teaching habits. For the first Foundations of Leadership course at the University of Richmond, each teacher taught only one section. The following year, each teacher taught two sections.

The ideal solution to this problem would be to incorporate students from the Jepson School of Leadership Studies to teach the program. They could be eligible to get three credits of independent study towards their leadership degree. Their background would make them familiar with the text and the areas that needed to be covered. The class overall would benefit from three different viewpoints and a higher degree of supervision and feedback. At the same time, the preparation and evaluation components of the seminar will be lightened because of three teachers.

The advantages of student teachers far outweigh the disadvantage of their lack of teaching experience. First, they are already knowledgeable about the material, and a great deal of the course work is based on
simulations, guest speakers, and group work that will require little of the
traditional teaching skills and more of the group processes, observational,
and facilitation skills that they have become versed in. Second, the student
teachers should be able to converse and deal with the high school students
on a parallel level, allowing all parties to relate similar experiences in high
school and their teenage years. Also, the student’s can learn about college
through their teachers. Lastly, with three student teachers, the enthusiasm
should be high as they gain invaluable experience while passing on to
others what they have been studying. At the same time, the cost should be
efficient. It is suggested that each student receive a $500 stipend and an
additional $250 to pay for half of the cost of college credit. It has been
suggested that if the program is run by students that they still have teacher
supervision. This is being highly considered and will likely be incorporated
into the program.

Costs and Funding:
The Program will include a minimal fee ($25 - 50) for the students enrolled
in the seminar. Not including the fee or the possible costs associated with
a teacher supervising the program, the total cost of the program is $5,300,
broken down as follows;

**Budget:**
Cost of books; 35 @ $43 ea. ----------------------- $ 1,505.00
(3 for teachers, 30 for students, 2 extra)
Student stipend 3 @ $750 ea. ------------------------ $ 2,250.00
($500 for teaching/food, $250 for 1/2 tuition)
Materials/Other ------------------------------- $ 745.00
(Videos, copies, materials, Myres-Briggs tests, etc.)
T-shirts 100 @ $8 ea. -------------------------- $ 800.00
(3 for teachers, 30 for students, 67 for guests/sponsors)
TOTAL $5,300.00

Cost per student: $176.67
Cost per student without t-shirts: $150

The costs above are only for the summer seminar, and do not include any costs associated with the senior project or the mentor program. If a twenty-five dollar fee for students were enacted and a fifteen hundred stipend for a teacher supervisor were included the total cost of the program would be $6,050, or a cost of $201.67 per student. At the moment, we are petitioning for funds through grants, and are also looking into the possibility of raising funds locally. If the raising of funds proves to be unsuccessful than the students will have to bare the cost of an enrollment fee.

PROGRAM DEVELOPMENT

Goals:
My goals in taking on this senior project were very simple; to develop a 80 hour program that could effectively teach leadership to rising high school seniors. To teach effectively over ten 9 to 5 days at first seemed like a problem. Too much time lecturing would be boring, and getting home at five after eight hours in the classroom left few hours for effective reading and homework. This was overcome in two ways; 1) hand the text and readings out well in advance of the seminar, and 2) structure the class around group interactions, discussions and simulations to keep the students interested and involved. I planned on having a completed syllabi
by the end of the semester which would be useable for the 1995 summer.

**Processes:**
Already apparent is the heavy reliance upon the Jepson School of Leadership Studies and its philosophy and curriculum in developing the program. This was not the intent when development started. In delusions of grandeur I believed that I would make the ideal program, yet found that developing a program from scratch was a very arduous task and that the Jepson School of Leadership Studies had already formulated a very comprehensive and extensive program that proved to be hard to improve upon. Particularly difficult to improve upon were the vision and mission statements, which were literally borrowed in their entirety. In developing the program I had to do a vast amount of research, as there was no similar programs to be found which the seminar could be modeled after. I read three books in their entirety; *Leadership, Enhancing the Lessons of Experience*, by Hughes, Richard L., taken from the foundations class; *A beginning guide to leadership training programs*, by Summons, Peter W. and *Leadership Training Through Gaming*, by Christopher, Elizabeth M. and Smith, Larry E.. These three books have provided the majority of the material, especially simulations, gaming, and readings, for the summer seminar. Other sources have included journals and other training exercises and programs. Also heavy used in the development process was reflection and feedback. For every hour spent researching and typing, at least one hour was spent thinking about the seminar or gathering feedback about different ideas. Such concepts as student teachers and the "quote of the day" were generated and gathered through this process. At the same time, a great deal of information had to be gathered, from what could be
done about fund raising, to securing a location on campus, to getting approval so a specific idea could be developed (i.e., student teaching). While this process was not planned, it proved to be both efficient and useful. Reading such a vast amount of material at first was very cumbersome, but proved to be necessary to develop such a program. I can honestly say that my knowledge of leadership, leadership material, and the teaching of leadership has at a minimum doubled because of my senior project. At the same time, I am extremely impressed with the thorough job that was done in developing the Jepson School and its program. It was an invaluable resource while working on this project.

Integration of Leadership Courses:
Material from leadership courses was used in the program. For example, material used from the Leadership and Ethics class and the Motivation class, to name a few, are in the syllabi. More importantly, however, are the intangibles learned in these classes that helped in developing the program. Throughout the Jepson School of Leadership Studies classes there were consistent themes that we had to use and develop in order to make it through the class. Completing tasks, critical thinking, communication, and alternative solution generation are a few of the "indirect" competencies that I developed during my educational experience while learning about leadership studies. Upon reflection, I am amazed to realize how I have grown in these areas as a direct result of Jepson classes. If I had not become proficient in these areas, I doubt I would have had any success in working on the summer seminar. One example of that is strong was a meeting I had with an advisory board. I was only informed of the meeting the day that it occurred and I arrived
room believing that my project was to develop the summer program, a task I considered quite encompassing in itself. I left the meeting realizing that they wanted me to not only develop the program but raise the funds, secure a room at the University of Richmond, and find mentors. Unfortunately, (and maybe even egotistically) I left there believing that I could do it. Fund raising efforts were cut short when after several meetings from University of Richmond administrators I was informed that I could not fund raise as a representative of the University of Richmond or the Jepson School of Leadership Studies. Getting a University of Richmond room proved to be both the most uplifting and demoralizing task. I spent days in preparation for a meeting with Dr. Roush, knowing that if I sold him on the idea, I would greatly increase my chances of receiving a room. Five minutes into the meeting he agreed, and I left full of excitement. That was weeks ago, and I just received the dates that they would like to have the seminar. This example leads to a problem that I have experienced with a great number of experiential learning projects; that the group I am working with has a different set of priorities and a different perspective on time than I do. It took one-third of my semester to get the first meeting, and it seems a continuous trend throughout projects that a majority of time is spent waiting. This is understandable in the real world, but can get frustrating when you are running against a very short time span. Another problem was that of money. I was not given a budget, yet I can account for over one hundred dollars spent on materials, not including copies and transportation costs. While this is acceptable, with a minimal budget I feel I could have been much more effective in gathering resources and material for the seminar. Other problems included developing a program that was so comprehensive and had no predecessor
and dealing with the fear that the program may not be implemented in 1995. As stated earlier, difficulties in developing the program was overcome by many of the competencies developed through my leadership education and hard work. The fear of the project not being implemented has hand cuffed a lot of my intentions. It is hard to pursue fund raising, guest speakers and site visits when you are unsure if individuals commitments will ever be honored.

OUTCOMES

As of this moment, the syllabus for the summer seminar is only half finished. It has been outlined and I fully expect to complete the project over the summer. It has given me a great deal of intrinsic satisfaction, and I do not feel I can let the project go unfinished. Worse though, was the fear that the project will not be implemented. This fear has been laid to rest, as yesterday, April 19, I met with the individuals from Hanover. The meeting was very productive as they were extremely excited about the work I had completed and they themselves started formulating a time line for additional tasks that need to be completed. This meeting was very positive, which was a tremendous relief. I feared they would be upset because of my lack of progress on the fund raising and mentorship issues and fail to recognize the amount of work I put into developing the summer leadership program. This fear proved to be unfounded as they noted the work that I had completed and understood and were excited that the project would be completed in the summer. At this moment, we plan on making several presentations on the project to cement support from different bodies, including Dean Prince and The Hanover School Board. As my college years come to a close this, despite any problems, has to be
one of the more rewarding projects I have worked on to date. I know believe that the project will be implemented in the summer of 1995 and that I will have contributed highly to its success.
Attachment #1

DAY ONE

ITINERARY:
Introductory Game - 45 to 60 min. (9-10)
Introduction - 30 min. (10:30 -11)
Quote of the day - 30 min. (11-11:30)
Discussion - 60 to 75 min. (11:30-12:30)
Lunch - 30 min. (12:30-1)
Tour of the University of Richmond - 45 to 60 min. (1-2)
Simulation - 120 to 150 min. (2-4:30)
Group Projects - 30 min. (4:30-5)

1. Introductory Game: (45 to 60 min.- adopted from Simmons, Basic Icebreaker, page 76)) The purpose behind this game is to break the ice between students and students and the teachers and students while at the same time serving as an introduction to the study of leadership and what is to be expected through the duration of the seminar.

Have individuals write the following on a three by five index card or on a name tag in the following order: 1) Their name; 2) What they consider to be their greatest skill 3) Areas that they need improvement in; 4) Their favorite leader; and 5) A characteristic of their favorite leader; (Feel free to change these as you deem appropriate..) After the students (and teachers, if you like) have completed writing this down, have them break up in to pairs of students. Tell them they must be with another student that they have never met before and they must introduce themselves to that student by explaining/telling what they have written on their card. Then have pairs of two combine, with each person introducing their partner by what was written on the card. Continue combining groups with the partners introducing each other until there are two or three big groups, at which point have everyone combine into one group. Have each student come to the center of the room where the other students try and shout out together what that student had written on the card.

This exercise should break the tension associated with a new or unfamiliar experience. At the same time, it can highlight the importance of good listening skills.
2. Introduction to the class: (30 min.)
The teachers should take this time to introduce themselves to the students and give their backgrounds. Now would be a good time to go over with the students what is expected of them, especially on a daily basis. Go over the schedule for group projects, who the incoming speakers will be, and where the site visits will take place (Address transportation). Also, go over quotes of the day and simulations. Here explain how group involvement is encouraged and competition in some simulations is important to the learning experience, yet civility is expected at all times. (It may be useful to give or post an itinerary of the daily events so the students know what is happening each day.) The teachers should get a list of the students and what school they are from, if they do not have this information already.

3. Quote of the Day: (30 min.)

*If everybody followed you
Complete to the letter
Tell me, if they followed you
Would the world be much better?*

- Anonymous

Possible discussion questions;
1) What are the responsibilities of leadership towards improvement?
2) What role does vision play in this quote?
3) Is the quote relevant for all leadership contexts, or just specific instances?
4) When you are in a leadership position do you feel that everyone else is better off?
5) Does this quote imply that there is a moral responsibility to leadership?

4. Topics for Discussion: (60 min.)
A. Defining Leadership
   1. Have individuals suggest their definition of leadership
      a. Are any definitions alike?
   2. Discuss the ambiguity of leadership and why it is hard to define.
   3. Discuss how leadership is an immature science. (See pages 52 - 53 in the text for a description)
4. What are the different leadership roles for students in high school? For teachers? For administrators? For parents? Are there any other roles?

5. How does leadership differ from setting to setting? (i.e., from team captain to class president to the lead in the school play)

B. How does one become a better leader?

1. Action-Observation-Reflection Model (p. 21 - Text)
   a. Why is reflection important?
   b. What was the most difficult leadership experience that you have been in? Why? What could have been done better?
   c. How does the above reflection help? Can you see the situation more clearly? Can you see different alternatives?

2. Double-Loop Learning (p. 32 - Text)
   a. Why is it important for individuals to confront their viewpoints and be able to take criticism from others?
   b. What examples of Double-Loop learning are there throughout history?

3. Experience (p. 37 - Text)
   a. Why is feedback important? What if teachers never graded you or told you how you did?
   b. Leaders often attribute their success to early chances in their life to experience leadership - How and where can the “10% stretch” be used in making high school students better leaders?
   c. What examples of leadership, good or bad, have you seen in others? How has this made you a better leader?

Take the time to explore the area where the students have the most interest, but it is important to the course that there is an understanding that there is no right definition of leadership and that the development of leadership capabilities is an ongoing process of self improvement.

5. Lunch (30 min.) Take a half hour break for lunch. If people are hungry or need a brake, the lunch can cut the previous session in half. Make sure Lunch is over by 1 pm. for the tour of the University of Richmond. Now is also a good time to establish good group norms for keeping the classroom clean. If you talk to the custodial individuals they may be able to provide a large garbage can for the room.

6. Tour of the University of Richmond (45 to 60 min.)
Up to three tour guides would be useful in breaking the groups down into smaller size. Explain to the tour guide areas that definitely need to be covered. (i.e., the library and the computer center) Use this time to set up the following simulation.

7. Simulation; A hands on introduction to leadership (120 to 150 min.)
This simulation will introduce individuals to leadership through role-playing. Upon returning form the university tour, give each student a card with their role typed on it. (See Attachment 5 for list of roles) Pass the role out randomly, having individuals in roles they are not accustom to should increase the value of the exercise. Give each group 5 minutes to play out their role. Afterwards, facilitate a discussion around the following questions;
1) How did you feel in this leadership role?
2) What could have been done differently?
3) Where there any other options?
4) What emotions did you feel in this role?
5) Is this realistic?
6) Was the perspective you were placed in new or different? Why?
7)What stereotypes do we draw about certain roles?

Group Projects: (30 min.)
Divide the class into five groups of six, with two students from each school in a group. Go over what is expected of the group during group projects and the resources that are available to them. Assign each group a group project and tell them that they will need to choose a group leader/ spokes person for the group. Each group will have 45 minutes on the last day of the seminar to present their material to the rest of the class. Make sure to emphasis that they are free to choose the format for expression. (i.e., Simulation, games, lecture, video, or any combination.)
Attachment #2

Group Projects

Due to time constraints, group projects will be limited to the University of Richmond and the resources available through this medium. The group projects will be historical in nature. This will allow the groups to be able to do significant work through the available resources (i.e. Boatright Library) and provide a common background for all the participants to understand the final presentations.

Groups will be given 45 minutes during the last senior seminar to report their findings to the class and lead a discussion on those findings. Groups can use whatever medium they choose in making the presentation to the seminar.

Following are possible group projects;
GROUP PROJECT #1

The group project of the Summer Leadership Seminar will allow you to apply leadership knowledge that you are learning not only to the group processes, but to historical events as well. This will allow you to actively practice leadership while at the same time reflecting on critical events in the history of leadership. The last day of the seminar each group will have 45 minutes to give a presentation of their design to the class on their findings.

Leadership in the American Military never was more closely examined and criticized than during the Vietnam War. An often cited example of this “failed leadership” is the Mi Lia Massacre. Examine Leadership and the Mi Lia Massacre. In the least, examine the following areas;

* Roles of “leaders” and “followers”, who held “power/authority”?
* Was there a “common vision”?
* How did the situation effect leadership?
* Who were the leaders? Who were the heroes? Were the heroes leaders?
* Were the soldiers correct in their actions? Why or why not?
* Was there an ethical dilemma?
* What are some alternative actions that individuals could have taken?
* Who is responsible? Why?
* What could have been done to prevent the massacre?
* What lessons did we, both militarily and as a nation, learn from this?
* What do you believe the Vietnamese learned from this? Why?
GROUP PROJECT #2

The group project of the Summer Leadership Seminar will allow you to apply leadership knowledge that you are learning not only to the group processes, but to historical events as well. This will allow you to actively practice leadership while at the same time reflecting on critical events in the history of leadership. The last day of the seminar each group will have 45 minutes to give a presentation of their design to the class on their findings.

In 1947 “Home Rule” was granted to the nation of India. This act is in many ways attributed to the leadership of one man; Mahatma Gandhi. Gandhi brought about the Indian revolution through peace, moral conviction, and a strong bond with the common people. 20 years later, Martin Luther King lead the Civil Rights Movement in America, using the same peaceful philosophy of Gandhi. Examine Gandhi’s and King’s leadership in at least the following areas;

* What was the foundation for Gandhi’s leadership? For King’s?
* How did culture play a role in Gandhi’s and King’s leadership?
* Would Gandhi be successful in the West? (i.e., Americas, Europe)
* Would King be successful in the East?
* How did Gandhi get India to follow his philosophy?
* What was King’s vision for America? How did people react?
* What were the strengths of Gandhi’s leadership? Of King’s?
* What were their weaknesses?
* What were the role of followers?
* What lessons can we learn from Gandhi? From King?
* How did they effect their followers after their death?
GROUP PROJECT #3

The group project of the Summer Leadership Seminar will allow you to apply leadership knowledge that you are learning not only to the group processes, but to historical events as well. This will allow you to actively practice leadership while at the same time reflecting on critical events in the history of leadership. The last day of the seminar each group will have 45 minutes to give a presentation of their design to the class on their findings.

1992 proved a banner year for women in politics and women leaders as Hillary Clinton played an active policy forming role as first lady. In 1960, Sirimavo Bandaranaike of Sri Lanka became the world’s first national leader. Since then, many ladies have been elected leaders of their country, Golda Meir of Israel and Margaret Thatcher of Great Britain to name a few. Examine women as leaders. In the least, look in the following areas:

* Why are there more women leaders now? (Did we not noticed before?)
* What are the advantages and disadvantages of women leaders?
* What role does culture play?
* What role does context play? (i.e., business or social movement setting)
* Are women capable of leading in all settings? (i.e., military)
* How has the role and expectations of women leaders changed over time? (i.e., Hillary Clinton’s role compared to Eleanor Roosevelt’s)
* Is it harder for a women to become a leader?
* What does the future look like for future women leaders?
* What women leaders have you seen?
* Do female leaders need to make more sacrifices? If so, what are they?
GROUP PROJECT #4

The group project of the Summer Leadership Seminar will allow you to apply leadership knowledge that you are learning not only to the group processes, but to historical events as well. This will allow you to actively practice leadership while at the same time reflecting on critical events in the history of leadership. The last day of the seminar each group will have 45 minutes to give a presentation of their design to the class on their findings.

The Bay of Pigs invasion and the Cuban Missile Crisis were two critical events in the Presidency of John F. Kennedy. Each event characterized different approaches in handling a critical incident. Examine the two events and Kennedy’s leadership in at least the following areas;

* What was the difference in the two group processes?
* What was changed from one incident to the next?
* What role did leadership play in the failure of the Bay of Pigs?
* What role did leadership play in the success of the Cuban Missile Crisis?
* What role did followers play in the incidents?
* How did these roles change from one incident to another?
* Examine the decision making process for each event?
* What lessons can be learned about leadership, group interaction, and decision making from each event?
GROUP PROJECT #5

The group project of the Summer Leadership Seminar will allow you to apply leadership knowledge that you are learning not only to the group processes, but to historical events as well. This will allow you to actively practice leadership while at the same time reflecting on critical events in the history of leadership. The last day of the seminar each group will have 45 minutes to give a presentation of their design to the class on their findings.

During the late 1980’s and the 1990’s American business philosophy and concepts took a startling blow as we entered a global economy and America lost its #1 ranking as economic leader. At the same time, the Japanese, using the “kazian” philosophy of continuous improvement, became the world economic leader. Examine leadership in the following concepts;

* What are the differences between the traditional business leadership of American and Japan’s leadership philosophy?
* In what direction is American business leadership moving?
* How does culture impact leadership within a society?
* How will leadership, values, and ethics change within the global context?
* What are the new expectations of followers?
* How does America’s diverse culture impact leadership as compared to Japan’s homogeneous culture?