

# The Next Generation of Leaders Will Come From Engaged Self Leaders



## Student Self Leadership For College Students

“I wish I would have had this leadership training earlier in my life.”  
“If I would have had training like this *before* entering the workplace, my life would have been more enjoyable and I would have advanced sooner in my career.” These are the comments that the Ken Blanchard Companies have heard throughout their 40 years of corporate leadership training.

Blanchard has taken what they know has worked best over the years and adapted their world class Self Leadership course for college students. Many students exit college with technology or hard skills, but have gaps in day-to-day skills that they need to lead themselves through life’s inevitable challenges. This training gives students the soft and hard skills that will help them on a daily basis at school and give them the edge up they need before entering the workforce.

Students learn how to solve problems, set SMART goals, use their power to do more good in the world and communicate better with their professors at school, managers at work and family and friends in their life. Students are taught how to take initiative for themselves and are rewarded with a certificate of completion.

Used in more than 60 colleges and universities throughout the United States, this course is designed to be flexible so that facilitators can deliver this over a quarter or a semester. Lessons can be lengthened or shortened depending on needs. Students learn through engaging activities such as juggling, music, team building, card tricks, presentations and more.

Students Self Leaders are

Proactive

Accountable

Resilient

Competent

Self-Confident

Empathetic

Goal Setters

Engaged

Problem Solvers

Future Leaders



# STUDENT SELF LEADERSHIP

## College Learning Design



MODULES	TIMES	LEARNING OBJECTIVES
Building a Community in the Classroom	8 – 10 hours	
	1-2 hours	<p>Activity: The Web</p> <p>Students will learn that</p> <ul style="list-style-type: none"> <li>every person in class is important, no exceptions</li> <li>every person has a responsibility to learn and contribute positively</li> <li>their actions in and outside of class and on social media affect others</li> <li>networking with peers and university staff can benefit all</li> <li>Sharing personal information about themselves and showing interest in peers creates a sense of community</li> </ul>
	4 hours	<p>Activity: Truth or Lie</p> <p>Students will demonstrate</p> <ul style="list-style-type: none"> <li>how to make effective presentations in front of a large group</li> <li>how to analyze information they hear</li> <li>the ability to summarize information in a clear manner</li> <li>good listening skills</li> <li>showing interest in others</li> <li>To better understanding of the importance of soft and hard (technical) skills</li> <li>to make a good first impression in an interview or a new setting</li> </ul>
	1 -2 hours	<p>Lesson: Interview Skills</p> <p>Students will</p> <ul style="list-style-type: none"> <li>Gain a better understanding of the importance of soft and hard skills</li> <li>practice making a good first impression in an interview for a new setting</li> <li>demonstrated a confident handshake</li> <li>use appropriate conversation starters to help them convey the strengths they have can be used to support others/organizations</li> <li>show evidence of appropriate body language when meeting and talking with others</li> <li>demonstrate the ability to speak clearly while maintaining a pleasant tone</li> </ul>
30 mins	<p>Lesson: Empathy for Self and Others</p> <p>Students will learn to</p> <ul style="list-style-type: none"> <li>forgive and extend grace to themselves and others</li> <li>make a habit of using positive statements with those they interact with</li> <li>use positive statements with themselves and others that will encourage, empower, and keep them on the right path</li> <li>recognize and act on his/her responsibilities to society</li> <li>forgiving and extending grace to themselves and others</li> </ul>	

MODULES	TIMES	LEARNING OBJECTIVES
Assumed Constraints	1 hour	<p>Activity: Connect the Dots</p> <p>Students will</p> <ul style="list-style-type: none"> <li>• participate in an activity that will challenge their thinking</li> <li>• analyze their behavior as they react to challenges</li> <li>• understand that challenges are part of daily life</li> <li>• find alternate solutions to problems before giving up or blaming others</li> <li>• understand the power of working with others</li> <li>• creatively search for various ways to overcome obstacles</li> </ul>
Development Levels	<p>2 hours</p> <p>50 mins- 1 hour</p> <p>1 hour</p>	<p>Lesson: The Four Development Levels and Descriptors</p> <p>Students will</p> <ul style="list-style-type: none"> <li>• learn to diagnose their development level in regard to their competence and commitment on a specific task or goal</li> <li>• learn the four development levels and descriptors <ul style="list-style-type: none"> <li>○ D1: Enthusiastic Beginner</li> <li>○ D2: Disillusioned Learner</li> <li>○ D3: Capable but Cautious Contributor</li> <li>○ D4: Self-Reliant Achiever</li> </ul> </li> <li>• collaborate with others to find songs that describe the four development levels</li> <li>• understand that development level is task specific. It changes with each goal or task.</li> <li>• understand that everyone goes through four development levels from learning to doing</li> <li>• understand that everyone goes through the development levels at a different pace</li> <li>• understand that it takes time to become skillful and confident</li> </ul> <p>Activity: Juggling</p> <p>Students will</p> <ul style="list-style-type: none"> <li>• diagnose their development level in regard to juggling scarves</li> <li>• experience various development levels as they move from one to the other</li> </ul>
Leadership Behaviors and Styles	2 – 4 hours	<p>Lesson: Matching Leadership Styles to Development Levels</p> <p>Students will</p> <ul style="list-style-type: none"> <li>• learn the SLII Model</li> <li>• learn that there are four matching leadership styles for each of the four development levels</li> <li>• learn effective leaders provide the right amount of direction and support as needed for the individual</li> <li>• learn to ask for the leadership style that matches their development level on every goal or task</li> <li>• understand how to use this model to collaborate with others to achieve goals</li> <li>• create a plan to ask for the help they need</li> <li>• acquire the leadership style they need to successfully demonstrate a card trick</li> </ul>

MODULES	TIMES	LEARNING OBJECTIVES
Points of Power	30 mins – 1.5 hours	Lesson: Points of Power Students will <ul style="list-style-type: none"> <li>• explore their points of power</li> <li>• learn that power falls into five categories</li> <li>• understand that their points of power</li> <li>• understand that their core beliefs will guide and motivate their attitude and actions</li> <li>• should link directly to their values</li> <li>• decide how they're going to use their power to do more good</li> </ul>
Goal Setting	3 – 5 hours	Activity: Goal Setting (Sprint Poker Relay and Animal Toss) Students will <ul style="list-style-type: none"> <li>• learn how to write SMART, tangible goals</li> <li>• learn how to turn goals into reality</li> <li>• participate in learning activities that require collaboration to be successful</li> <li>• find that team goals work best when everyone does their job well</li> <li>• ask for the right leadership style needed to achieve their goal</li> <li>• gain a deeper understanding of how they work with others</li> <li>• understand the importance of finding out what strengths each person has and then use those strengths in the best way possible to achieve a goal</li> </ul>
Asking for What You Need	30 mins – 1.5 hours	Lesson: Asking for What You Need Students will <ul style="list-style-type: none"> <li>• communicate their needs clearly and appropriately without blame or feeling like a victim</li> <li>• understand the power of simply stating what they need by using the “I need” phrase.</li> <li>• understand that it's in their best interest to ask for specific help when needed</li> <li>• ask for help early to avoid heartache or disaster later</li> </ul>
Problem Solving	2 - 4 hours	Activity: Solution 52 and Electric Slide (Team Goal) Students will <ul style="list-style-type: none"> <li>• demonstrate the ability to use a systematic approach to solving problems</li> <li>• participate in learning activities that encourages them to listen to everyone's perspective.</li> <li>• learn to build confidence through proactive problem-solving.</li> <li>• understand why managers and leaders, and organizations expect individual contributors to solve problems.</li> <li>• understand how valuable it is to have a specific format to use to help solve problems</li> </ul>
Managing Up	30 mins – 1 hour	Lesson: Managing Up Students will <ul style="list-style-type: none"> <li>• show evidence of how they will take the initiative in asking for the leadership style they need to achieve a goal or task</li> <li>• learn how to negotiate for more freedom</li> <li>• use the SLII Model to match the leadership style they need to their development level</li> </ul> Certificates of completion are awarded.