Facilitator's Handbook

STUDENT LEADER TRAINING

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Purpose and Learning

Providing students with learning opportunities within professional work environments with the added support of supervision and coaching from professionals has been widely tested and shown to be beneficial for college students from diverse backgrounds (Kuh 2008). The National Association of Student Personnel Administrators (NASPA) recognizes student employment as the "nexus of student success" because of the connection between on-campus student employment and academic enrichment, social engagement, and financial capability (Burnside, Wesley, & Parnell 2019).

As the cost of higher education rises and the availability of financial aid becomes more competitive, this high-impact practice becomes increasingly critical to the success of students at UNC Pembroke—an institution where over 60% of the student body receives some form of financial aid. "Campus employment is a target of opportunity…Working on campus could become a developmentally powerful experience for more students if student affairs professionals who supervise students in their employ intentionally created some of the same conditions that characterize the high-impact activities" (Kuh 2009). To this end, the UNCP Division of Student Affairs is taking the necessary steps to develop a cohesive vision for on-campus student employment that creates a meaningful work experience for students.

Division of Student Affairs

The UNCP Division of Student Affairs strives to create an inclusive and welcoming environment where student leaders can help shape and create positive change within their respective organizations and the campus community at large. This training is designed to provide members of our team with both the knowledge and the skills it takes to be a successful student leader at UNC Pembroke and beyond.

The mission of the UNCP Division of Student Affairs is to:
- Directly engage each student in the campus community through both student-centered and student-led programs and activities which support student recruitment, enrollment, retention, matriculation, and graduation;
- Align and maintain Division goals/priorities with those of the UNC System and UNCP strategic plans in support of the Mission;
- Create an environment of empowerment, buy-in, mutual support, communication, collaboration, and accountability among students and within the Division Leadership, Directors, Mid-Managers, and Support Staff; and,
- Align mission, vision, and goals in four holistic wellness areas to create and market a unique UNCP student experience—the Brave Experience.

The vision of the division is to engage each student in a unique, inclusive campus community focused on their development, support, and success.

What is Career Readiness?

Career readiness is a foundation from which to demonstrate requisite core competencies that broadly prepare the college-educated for success in the workplace and lifelong career management.

There are eight career readiness competencies, each of which can be demonstrated in a variety of ways:
- Career & Self Development
- Communication
- Critical Thinking
- Equity & Inclusion
- Leadership
- Professionalism
- Teamwork
- Technology

Career readiness information and all related branding in this guide is provided courtesy of [National Association of Colleges and Employers (NACE)](#). NACE is the leading source of information on the employment of the college-educated and forecasts hiring and trends in the job market; tracks starting salaries, recruiting and hiring practices, and student attitudes and outcomes; and identifies best practices and benchmarks.

Additional discussion questions included in the Lifelong Learning section have been adapted from the CareerSpots [Career Ready Guide](#).

Using This Guide

This guide is designed with user flexibility in mind and can be used in support of already-existing student leader training or onboarding processes. It is made up of a series of non-sequential and virtual-friendly modules, which allows supervisors the freedom to choose one of the endless combinations of delivery formats. Each module is entirely customizable, and supervisors are encouraged to incorporate their own departmental language to support the diverse and nuanced work that exists across the University.

In addition to these modules, supervisors should consider incorporating the following topics into their student leader training:
- University, division, and department mission statements and relevant strategic goals
- An overview of the [Brave Experience](#)
- Expectations or social norms observed within the office
- Additional icebreakers and team building activities
- Skills and competencies that are unique to the student(s) role

Student learning should be measured throughout the year in a variety of ways. Each module includes a rubric to help gauge learning and development related to each competency over time. Supervisors may consider utilizing this rubric in a variety of ways, including as both a self-assessment and a supervisorial evaluation tool. For more student learning assessment tools, refer to the AAC&U VALUE system or CAS student learning and development outcomes.

For more information on developing an onboarding process, please refer to the articles and resources regarding best practices on the NACE website.

References

Burnside, O., Wesley, A., & Parnell, A. (2019). *Employing student success: A comprehensive examination of on-campus student employment*. National Association of Student Personnel Administrators. https://www.naspa.org/images/uploads/main/Employing_Student_Success_FINAL_DOWNLOAD.pdf

Kuh, G. D. (2008). High-impact educational practices: What they are, who has access to them, and why they matter. Washington, DC: Association of American Colleges and Universities.

Kuh, G. D. (2009). What Student Affairs Professionals Need to Know About Student Engagement. Journal of College Student Development, 50(6), 683.706. https://doi.org/https://doi.org/10.1353/csd.0.0099

National Association of Colleges and Employers (NACE). (2020). Retrieved from https://www.naceweb.org/career-readiness/competencies/career-readiness-defined/

This guide was developed by Parker R. Watson.
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Career Readiness & Professional Development Rubric

Competency	Mastering - 4	Achieving - 3	Developing - 2	Beginning - 1
Career & Self Development	Displays MOST of the sample behaviors associated with this competency.	Displays MANY of the sample behaviors associated with this competency.	Displays SOME of the sample behaviors associated with this competency.	Displays NONE of the sample behaviors associated with this competency.
Communication	Displays MOST of the sample behaviors associated with this competency.	Displays MANY of the sample behaviors associated with this competency.	Displays SOME of the sample behaviors associated with this competency.	Displays NONE of the sample behaviors associated with this competency.
Critical Thinking	Displays MOST of the sample behaviors associated with this competency.	Displays MANY of the sample behaviors associated with this competency.	Displays SOME of the sample behaviors associated with this competency.	Displays NONE of the sample behaviors associated with this competency.
Equity & Inclusion	Displays MOST of the sample behaviors associated with this competency.	Displays MANY of the sample behaviors associated with this competency.	Displays SOME of the sample behaviors associated with this competency.	Displays NONE of the sample behaviors associated with this competency.
Leadership	Displays MOST of the sample behaviors associated with this competency.	Displays MANY of the sample behaviors associated with this competency.	Displays SOME of the sample behaviors associated with this competency.	Displays NONE of the sample behaviors associated with this competency.
Professionalism	Displays MOST of the sample behaviors associated with this competency.	Displays MANY of the sample behaviors associated with this competency.	Displays SOME of the sample behaviors associated with this competency.	Displays NONE of the sample behaviors associated with this competency.
Teamwork	Displays MOST of the sample behaviors associated with this competency.	Displays MANY of the sample behaviors associated with this competency.	Displays SOME of the sample behaviors associated with this competency.	Displays NONE of the sample behaviors associated with this competency.
Technology & Resources	Displays MOST of the sample behaviors associated with this competency.	Displays MANY of the sample behaviors associated with this competency.	Displays SOME of the sample behaviors associated with this competency.	Displays NONE of the sample behaviors associated with this competency.

Career & Self Development

Career & Self Development Defined

Career & Self Development means to proactively develop oneself and one's career through continual personal and professional learning, awareness of one's strengths and weaknesses, navigation of career opportunities, and networking to build relationships within and without one's organization.

Sample Behaviors

Students who are proficient in this competency will be able to:

- Show an awareness of own strengths and areas for development.
- Identify areas for continual growth while pursuing and applying feedback.
- Develop plans and goals for one's future career.
- Professionally advocate for oneself and others.
- Display curiosity; seek out opportunities to learn.
- Assume duties or positions that will help one progress professionally.
- Establish, maintain, and/or leverage relationships with people who can help one professionally.
- Seek and embrace development opportunities.
- Voluntarily participate in further education, training, or other events to support one's career.

Learning Rubric

Competency	Mastering - 4	Achieving - 3	Developing - 2	Beginning - 1
Career & Self Development	Displays MOST of the sample behaviors associated with this competency.	Displays MANY of the sample behaviors associated with this competency.	Displays SOME of the sample behaviors associated with this competency.	Displays NONE of the sample behaviors associated with this competency.

Seminar

Be sure to always begin with group introductions or an icebreaker activity. When using this seminar as part of a larger training program, adjust the following to meet the needs of the specific context.

> 🔵 *Hello, everyone! My name is _____, and today, I will be talking to you about career and self development. Developing yourself and your career is a lifelong journey that requires intentional planning, reflection, and action. In this presentation, I will provide an overview of the benefits of career and self-development, strategies for developing yourself and your career, and resources that can support your growth.*
>
> *Let's start by thinking about how the self or identity and career are related to each other. What similarities and differences do you see between these two topics? Why might we be discussing these together?*

Facilitator's Tip

Using different instruction tools can better support diverse learning styles. Providing wait-time for students to process and gain confidence can support student engagement. For example, facilitators might encourage students to write down words and phrases they associate with career and self-development on separate sticky notes and place them in two respectively labeled areas in the room. The facilitator can read out responses posted in each category, looking for themes. Learn more about incorporating and refining high-leverage teaching practices by completing Harvard's Instructional Moves project modules.

Introduce the NACE competency, and invite the group to share their own thoughts on the value of continued development.

> 🔵 *According to the National Association of Campuses and Employers, or NACE, career and self development focuses on your ability to proactively develop yourself and your career through continual personal and professional learning, awareness of your strengths and weaknesses, navigation of career opportunities, and networking to build relationships within and without one's organization.*
>
> *What benefits do you think might result from this type of development?*

Once students have had the opportunity to share the benefits of development, advance the slide and review the following points. You may want to take longer to discuss the benefits listed below that were not mentioned in the discussion.

- Personal Growth: Engaging in career and self-development can help you gain new skills, knowledge, and experiences that can broaden your perspectives and increase your self-awareness.

- Improved Career Prospects: Developing yourself and your career can help you gain a competitive edge in the job market and increase your chances of success in your current or desired career field.
- Increased Job Satisfaction: Engaging in career and self-development can help you identify your values, interests, and strengths and align them with your career goals. This can lead to increased job satisfaction and a sense of purpose in your work.

Once students are clear about the value of development, shift the discussion to focus on how growth takes place.

🗣️ *These benefits make development seem like a no-brainer, but sometimes growth can be more complicated than that. Psychologist Dr. Carol Dweck has spent decades researching how a person's mindset can set the stage for performance and learning goals. Dr. Dweck suggests that there are two mindsets–a fixed mindset and a growth mindset.*
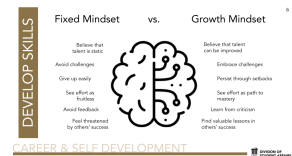
Someone with a fixed mindset believes that their abilities are static, unchanging traits. Holding this mindset leads to a desire to look smart. Therefore, people have a tendency to avoid challenges, give up easily, see effort as fruitless, ignore useful negative feedback, and feel threatened by the success of others. As a result, they plateau early and achieve less than their full potential. You can recognize this mindset when you hear yourself, or others say things like:

> *"I'm just not good at that. I just can't do it."*
> *"You either have it, or you don't."*
> *"I stick to what I know."*
> *"Feedback and criticism are personal."*
> *"I'll never be as smart as _____!"*

Someone with a growth mindset believes that their abilities can change and improve with effort and hard work. Holding this mindset leads to a desire to learn, and therefore, people have a tendency to embrace challenges, persist in the face of setbacks, see effort as the path to mastery, learn from criticism, and find lessons and inspiration in the success of others. As a result, they reach higher levels of achievement. You can recognize this mindset when you hear yourself, or others say things like:

> *"I really messed up, but I will get it right next time."*
> *"Failure is an opportunity to grow."*
> *"It's okay to say, 'I don't know.'"*
> *"I like to try new things."*
> *"I'm going to figure out what _____ does and try it!"*

Mindset is a continuum. Most people have both growth and fixed mindsets, depending on the topic or context. Where do you see yourself thinking with a fixed mindset? Where do you see yourself thinking with a growth mindset?

Take a few student examples, or allow students to pair and share. Once students have had the opportunity to share examples of mindsets, advance the slide.

🗣 *How can we cultivate a growth mindset that supports our personal and professional development? Let's take a look at a few strategies.*

Review the following points, and encourage students to provide concrete examples of how they can incorporate some of these practices into their roles in the workplace.

- **Set Goals:** Identify your short-term and long-term career goals and create a plan for achieving them. This can help you stay focused and motivated.
- **Seek Feedback:** Solicit feedback from colleagues, mentors, and others to gain insights into your strengths and areas for improvement. This can help you identify opportunities for growth and development.
- **Pursue Learning Opportunities:** Seek out opportunities for professional development, such as attending conferences, workshops, and training programs. You can also engage in informal learning by reading books and articles, listening to podcasts, and watching online tutorials.
- **Build Your Network:** Develop relationships with colleagues, mentors, and others who can support your career development. You can also join professional associations and attend networking events to expand your network.

Advance the slide and continue the discussion.

🗣 *Another strategy that you can use to promote your career and self development is tapping into resources.*

Review the following resources; when appropriate, provide examples that are specific to the work of the students on your team.

- **Career Services:** Many colleges and universities offer career services, such as career counseling, resume reviews, and job search resources. Take advantage of these resources to gain support in your career development.
- **Student and Professional Organizations:** Joining an organization can provide you with access to industry-specific resources, networking opportunities, and career development programs.
- **Mentors:** Seek out mentors, such as professors and advisors, who can provide you with guidance, support, and insights into your career field.
- **Online Resources:** There are many online resources that can support your career and self-development, such as LinkedIn Learning, Coursera, and Udemy.

Check for understanding by asking students to share a key takeaway or personal goal as a result of attending the seminar.

🗣️ *In conclusion, engaging in career and self-development can provide many benefits, including personal growth, improved career prospects, and increased job satisfaction. To develop yourself and your career, it is important to set goals, seek feedback, pursue learning opportunities, and build your network. There are many resources available to support your growth, including career services, professional associations, mentors, and online resources. Thank you for your attention, and I hope you found this presentation informative and helpful!*

CONCLUSION

CAREER & SELF DEVELOPMENT

Activity: Using Your Character Strengths

Goals
- Explore the unique areas of strength of each individual team member
- Leverage reflection to promote self-awareness
- Develop a common language for discussion of the best qualities in each member of the team

Room Set-up
- Using a flipchart or projector, set up the scoring details and a blank scoring card visible to all participants.
- Print, cut, and hole punch a copy of the flag for each participant.
- Put out markers, crayons, colored pencils, and/or other craft supplies.
- You will need enough string to add all of the flags.

Instructions
Participants will need to complete the Values in Action (VIA) survey in advance of their arrival and bring their individual reports to discuss. The VIA character strengths survey takes about 10 minutes and is the only free, scientific survey of character strengths in the world. To be better prepared or to learn more about the VIA Institute on Character, visit their website.

Begin by introducing the activity.

> 🗣️ *One of the foundational pieces of professional development is improving our understanding of who we are. When we understand ourselves better, we can clarify our sense of purpose. A clarified sense of purpose or knowing our "why" helps us more easily identify job opportunities and career paths that fit with our interests and values, and it helps us in navigating team environments.*
>
> *Let's start with a reflection. Feel free to jot down notes or simply close your eyes to help you focus on your thoughts. Now, picture a time when you were at your best. What were you doing? What was the context? How did you feel about yourself and your work?*

Give 1-2 students an opportunity to share their reflections before moving on. Try to highlight or tease out themes that point to individuals being unique, resourceful, and resilient.

> 🗣️ *Today we are going to spend some time focusing on you at your best by discussing your results from the Values in Action survey to think about your unique character strengths. In the early 2000s, a group of over 50 scientists came together and spent three years studying individual and collective success and how it is connected to strengths. Why do you think they decided to focus on strengths instead of areas of weakness?*

Allow students to call out a few responses to this question before explaining the following.

🗣️*Science shows that understanding and applying your strengths increases happiness, reduces stress, strengthens relationships, improves work performance, and makes you more likely to accomplish your goals.*

Facilitator's Tip

Try using the following call-and-response example to build student engagement and drive home the value of strengths-based learning:

Facilitator: What's a subject that you are weak in?

Students: [Provide examples.]

Facilitator: Let's say you have a 45 in that class. What is your letter grade?

Students: An F.

Facilitator: And let's say you study really hard, improve by 10 points to a 55. What is your letter grade?

Students: Still an F.

Facilitator: Now, what's a subject that you are strong in?

Students: [Provide examples.]

Facilitator: Let's say you have an 85 in that class. What is your letter grade?

Students: An B.

Facilitator: And let's say you study really hard and improve by 10 points to a 95. What is your letter grade?

Students: An A.

Before moving on to the next stage, provide the following caveat.

🗣️*One thing that is important to remember during our exploration of the VIA survey is that this is just a tool and shared language to help you better understand yourself and those you work with. Sometimes, people may feel like their results aren't a perfect representation of them, or they may feel like it's uncanny how accurate their results are.*

These surveys aren't magic; they're a mirror or a snapshot. They are a series of questions that YOU answered. Based on the answers that YOU provided, the survey provides you with feedback and shared language to describe yourself to others. If these results resonate with you, use them as a way to relate to your teammates. If they don't resonate with you, consider talking them over with a trusted friend or family member. Maybe there's something there that you hadn't seen before, or maybe the results are just plain wrong. Either way, you shouldn't feel boxed into a particular personality type or role based on these results.

As time allows, feel free to allow students to share their individual results. You may also ask if students have questions about what individual values or strengths mean or represent. You may also choose to explore the ways in which these values complement one another in a team environment. Once you feel that students have a firm grasp on their results, set the stage for the next activity. While you give the next instructions, pass out the printout (be sure to cut the banner on the black lines and punch holes in the indicated areas) and markers or colored pencils.

🗣️ *Now that you have an idea of the value of strengths-based learning let's focus on sharing your own personal strengths. Take the banner and markers as they are passed out. On your paper, you'll need to include two things. First, include your name. Feel free to write it as creatively as you like to express yourself, your individuality, and the unique qualities you bring to the workplace. Second, use pictures, images, or words to represent each of your top five values from your results. Once you have completed yours, you will be asked to share it with the group.*

Give students the opportunity to draw. You may want to check in periodically with students as they draw as well. Once everyone has completed theirs, allow students to share in pairs, small groups, or larger groups. Once students have presented their banner, add it to the string to begin developing a stringed bunting that can be hung in a visible place within the office or workspace throughout the year. Facilitate a discussion using the questions below.

Discussion
Help the group process the activity using the sample questions below:
- What did you notice about the values and strengths represented in our team? Are there any themes?
- What gaps did you notice? Are there any values that you don't see represented in our team?
- How do the values represented in our team banner complement each other? Give an example of how they might work well together.
- How might knowing these unique qualities in yourself help support your work? How might knowing these unique qualities in your teammates help you work better together as a team?
- What is one way you see your values show up in the workplace? Give examples.

Character Strengths Flag Template
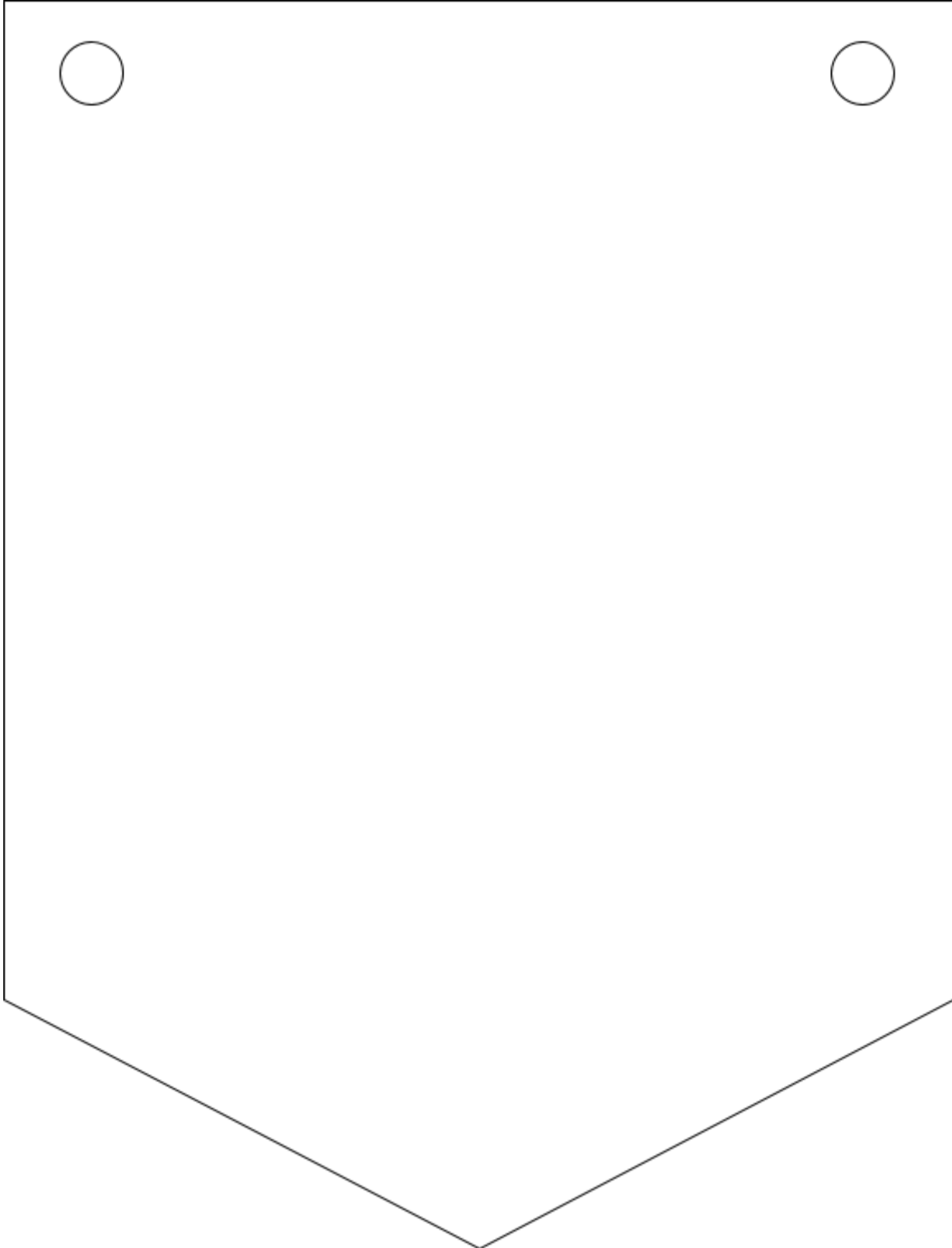
Lifelong Learning

UNCP is committed to lifelong learning. Keep the conversation going throughout the year with the following resources. Utilize reflection questions as a tool to check in with students and maximize learning.

Additional Resources
- UNCP Career Center Resource Hub
- Article: The Power of Mentorship
- Article: 87 Self-Reflection Questions for Introspection
- Video: Counterintuitive Career Advice Video Playlist
- Video: How to Get Further in Your Career Video Playlist

Reflection Questions
- What resources are available around campus to help you further develop yourself and your future career? Have you used any of these resources? Share your experiences.
- What goals are you working towards now that will help you advance your career in the future?
- Do you have a mentor? If so, what can you learn from the person now, and how will you stay connected to him/her/them as you grow in your career? If not, approach someone you admire to serve in this role for you.
- Do you have a professional network? How is your college experience enabling you to expand it to help launch your career after graduation?

Communication

Communication Defined

Communication means to clearly and effectively exchange information, ideas, facts, and perspectives with persons inside and outside of an organization.

Sample Behaviors

Students who are proficient in this competency will be able to:

- Understand the importance of and demonstrate verbal, written, and non-verbal/body language, abilities.
- Employ active listening, persuasion, and influencing skills.
- Communicate in a clear and organized manner so that others can effectively understand.
- Frame communication with respect to diversity of learning styles, varied individual communication abilities, and cultural differences.
- Ask appropriate questions for specific information from supervisors, specialists, and others.
- Promptly inform relevant others when needing guidance with assigned tasks.

Learning Rubric

Competency	Mastering - 4	Achieving - 3	Developing - 2	Beginning - 1
Communication	Displays MOST of the sample behaviors associated with this competency.	Displays MANY of the sample behaviors associated with this competency.	Displays SOME of the sample behaviors associated with this competency.	Displays NONE of the sample behaviors associated with this competency.

Seminar

Be sure to always begin with group introductions or an icebreaker activity. When using this seminar as part of a larger training program, adjust the following to meet the needs of the specific context.

🗨️ *Hello, everyone! My name is _____, and today, I will be talking to you about communication, its importance in the workplace, and how it can benefit you in your future careers.*

To get started, let's define communication. We all engage in this on a daily basis. What is communication? What does it look like at its best and at its worst?

Facilitate the conversation so that students can explore the different facets of communication that they may already be familiar with. Then provide the following definition.

🗨️ *These are all great ideas. For the purposes of today's session, here is an operating definition of communication that we will be using.*

Communication is the process of exchanging information, ideas, or messages between individuals or groups. Communication can take many forms, including verbal, nonverbal, written, and visual.

There are several types of communication, including:
- *Verbal communication: This involves the exchange of information through spoken words, either face-to-face or over the phone.*
- *Nonverbal communication: This involves the exchange of information through body language, facial expressions, and tone of voice.*
- *Written communication: This involves the exchange of information through written words, such as emails, memos, and reports.*
- *Visual communication: This involves the exchange of information through images, charts, graphs, and other visual aids.*
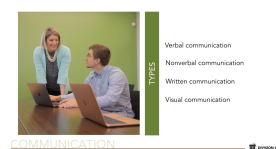
Invite students to provide examples of each type of communication as time allows. Discuss appropriate contexts and uses of each type. Try to help students see these different forms of communication in relevant situations within your office before moving on.

🗨️ *Why do you think communication is important in the workplace? Why would it be included as a professional competency?*

Allow students a few opportunities to reflect and provide answers to the question. Then progress the slide to summarize and provide additional feedback.

🗣️*These are all great ideas! Communication is essential in the workplace as it enables individuals and teams to work together effectively, share ideas, and achieve common goals. Employers highly value effective communication skills, and they are critical to the success of any organization. Poor communication can lead to misunderstandings, conflicts, and inefficiencies that can negatively impact the overall performance of a team or organization.*

Here are some benefits of effective communication.

Go over the following benefits with students. Ask students to brainstorm examples of each of the following benefits and provide benefits they may not see on the list.

- Improved productivity: Effective communication leads to clearer instructions and expectations, resulting in more efficient work processes.
- Enhanced collaboration: Good communication fosters collaboration and teamwork by ensuring that everyone is on the same page and working towards a shared goal.
- Better problem-solving: Effective communication enables teams to identify problems and generate innovative solutions more efficiently by pooling their resources, expertise, and ideas.
- Increased job satisfaction: Good communication promotes a positive work environment, leading to increased job satisfaction and higher employee retention rates.
- Improved relationships: Effective communication builds stronger relationships between individuals and teams, leading to better work outcomes and a more positive workplace culture.

Once you have covered the benefits of effective communication, shift to developing effective communication skills in individuals.

🗣️*Developing effective communication skills takes time and practice. What are some ways you think you might be able to improve your communication?*

Allow students to provide their own strategies. Be sure to cover some of the following ways to develop communication skills:

- Be clear and concise: Communicate your ideas clearly and concisely to ensure that your message is understood.
- Practice active listening: Pay attention to what others are saying and respond appropriately to show that you are engaged in the conversation.
- Be respectful: Be respectful of others' opinions and avoid interrupting or talking over them.
- Use appropriate body language: Use appropriate body language and facial expressions to convey your message effectively.
- Choose the right communication channel: Choose the most appropriate communication channel for the message you want to convey.

- Seek feedback: Seek feedback from others to help you improve your communication skills.

Once the dialogue about strategies has been completed, wrap up your presentation.

🗣 *In conclusion, effective communication is an essential skill that is highly valued in the workplace. Developing communication skills takes practice, but the benefits are numerous. By becoming an effective communicator, you can improve your productivity, collaboration, problem-solving, job satisfaction, and relationships. I hope that this presentation has provided you with valuable insights into communication and you are ready to start developing your communication skills. Thank you for your attention!*

CONCLUSION

COMMUNICATION

Activity: Listen and Draw

Goals
- Practice clear communication and active listening skills
- Explore the role of communication in collaborative and team environments
- Consider how our personal perspectives shape communication

Room Set-up
- Write items that are easily drawable by the average person on small slips of paper. Examples of items include an envelope, a banana, or a tree. You will need one slip of paper for every person. Avoid duplicate items.
- Bring blank paper and pens.
- Arrange the room in a way that allows space for each student to stand back to back in pairs in two lines. It is important to have student pairs stand close to each other during the exercise.

Instructions
Begin by introducing the activity.

> 🗣 *Communication is an important part of interpersonal relationships, and it requires lots of self-reflection, practice, and feedback. Today we are going to practice good communication.*

Using any method you choose, organize the students into pairs. Pairs will need to stand across from their partner and shoulder to shoulder with other pairs to create two lines. Distribute the paper and pens.

> 🗣 *In a moment, I am going to give you all a slip of paper with an item on it. You should not tell anyone what item is on your paper. We will have two rounds. In each round, there will be a describer and a drawer. The listener in round one will become the drawer in round two and vice versa. As I pass out the slips of paper, work with your partner to decide who will be the first describer.*

Hand out the slips of paper to the participants before continuing.

> 🗣 *Describers, look at your slip of paper. You may not share what is written on your paper with anyone else, including your partner. Your goal is to give them step-by-step instructions, such as "draw a straight line," without giving away the item or giving hints about what your item is. Drawers, you will follow your partner's instructions and draw the item on your paper. You may not speak, ask clarifying questions, or respond.*
>
> *Before we get started, are there any questions?*

Set a timer for 2-4 minutes. Once time is up, have the students switch roles.

🗣 *In round two, you will switch roles. However, in this round, drawers will be able to ask clarifying questions. As a reminder, you may not give hints that help your partner identify the item. You can only provide step-by-step instructions in drawing the item.*

Set another timer for the same amount of time. Once time is up, have the students turn around and share their drawings with their partner and the group. If you choose to, you may have them hang their drawings up in the room.

Facilitator's Tip
To help build investment in the activity, consider introducing a level of competition by having students vote on the best pair of drawings. Identify a prize for the winners.

If you choose to add an element of competition, introduce it from the introduction. Include the added dynamic into the discussion. How does outside motivation like competition (or promotions and compensation in the workplace) impact our ability to listen?

Discussion

Help the group process the activity using the sample questions below:
- How successful were you and your partner during this exercise?
- If you were successful, what behaviors contributed to your success?
- What made this activity challenging?
- How might you see some of these same challenges in the workplace?
- What can we do to minimize miscommunication?
- How do you work to keep improving your communication skills?

Lifelong Learning

UNCP is committed to lifelong learning. Keep the conversation going throughout the year with the following resources. Utilize reflection questions as a tool to check in with students and maximize learning.

Additional Resources
- Activities: [49 Communication Activities, Exercises & Games](#)
- Video: [How to Use Rhetoric to Get What You Want](#)
- Video: [This is Your Brain on Communication](#)
- Article: [The 5 C's of Effective Communication](#)

Reflection Questions
- Think about how you communicate with your professors, advisors, and other supervisors. How is it different from your communication with friends or family? Why does that difference matter?
- What resources are available around campus to help you improve your communication skills? Have you used any of these resources? Share your experiences.
- Based on what you have learned, will you change how you communicate in certain situations? If so, how and why?
- Think about when you communicated effectively. How might you translate that experience into a strength that is applicable during a job interview?

Critical Thinking

Critical Thinking Defined
Critical Thinking means to identify and respond to needs based upon an understanding of situational context and logical analysis of relevant information.

Sample Behaviors
Students who are proficient in this competency will be able to:
- Make decisions and solve problems using sound, inclusive reasoning and judgment.
- Gather and analyze information from a diverse set of sources and individuals to fully understand a problem.
- Proactively anticipate needs and prioritize action steps.
- Accurately summarize and interpret data with an awareness of personal biases that may impact outcomes.
- Effectively communicate actions and rationale, recognizing the diverse perspectives and lived experiences of stakeholders.
- Multi-task well in a fast-paced environment.

Learning Rubric

Competency	Mastering - 4	Achieving - 3	Developing - 2	Beginning - 1
Critical Thinking	Displays MOST of the sample behaviors associated with this competency.	Displays MANY of the sample behaviors associated with this competency.	Displays SOME of the sample behaviors associated with this competency.	Displays NONE of the sample behaviors associated with this competency.

Seminar

Be sure to always begin with group introductions or an icebreaker activity. When using this seminar as part of a larger training program, adjust the following to meet the needs of the specific context.

🗣 *Hello, everyone!* **My name is _____**, *and today, I will be talking to you about critical thinking and how our assumptions can contribute to unconscious bias.*

Critical thinking is a valuable skill that allows us to evaluate information, challenge our assumptions, and make informed decisions. In this presentation, we will explore the role of assumptions in critical thinking and discuss how unconscious bias can be influenced by our assumptions.

Has anyone ever made an assumption that turned out to be wrong? How did you arrive at your belief, and how did you find out that it was incorrect?

Give the students a few minutes to reflect and share. Look for themes in their examples that align with the ladder of influence to help set the stage to introduce the idea.

🗣 *Thanks for sharing your experiences with us. We all make assumptions. It's part of how our brains naturally work. Our brains like to take pieces of information and organize them into a story.*

To explain this phenomenon, organizational psychologist Chris Argyris developed a model called the ladder of inference. It describes how we move from observable data to our conclusions and actions. The ladder has several steps: we start with raw data, select certain data to pay attention to, add meaning based on our beliefs and experiences, make assumptions, draw conclusions, develop beliefs, and take actions based on those beliefs.

Assumptions play a crucial role in critical thinking as they can impact our reasoning, decision-making, and problem-solving. They are the beliefs or ideas we hold without solid evidence or proof. When we make assumptions, we often fill in gaps in our understanding based on our preconceived notions, biases, or limited information.

Let's return to your examples. How have you seen the ladder of influence play out in your own assumptions?

Be sure to check for understanding before moving on. You may choose to provide an example of your own assumptions to help illustrate the point.

🗣 *Unconscious bias refers to the stereotypes, attitudes, and preferences we hold without consciously realizing it. These biases can influence our perceptions, decisions, and actions without our*
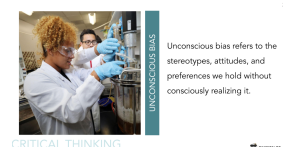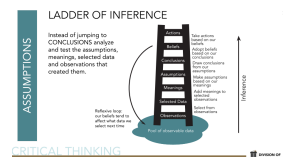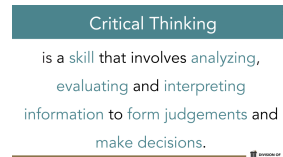
awareness. Assumptions contribute to unconscious bias as they shape our interpretation of information and reinforce existing beliefs.

If unconscious bias is something that we are, by definition, unaware of, what can we do?

Once students have had the opportunity to share their own strategies, advance the slide and review the following points. You may want to take longer discussing techniques listed below that were not mentioned in the discussion.

- Recognize Assumptions: The first step in challenging assumptions is to become aware of them. Pay attention to your thoughts and beliefs and question where they come from.
- Seek Diverse Perspectives: Actively seek out diverse perspectives and engage in conversations with people with different backgrounds and experiences. This can help challenge your assumptions and broaden your understanding.
- Test Assumptions: Instead of accepting assumptions as facts, test them against evidence and different viewpoints. Consider alternative explanations and explore the validity of your assumptions.
- Practice Empathy and Perspective-Taking: Empathy allows us to understand and relate to the experiences and perspectives of others. By practicing empathy and perspective-taking, we can challenge our assumptions and foster greater understanding.
- Continuous Learning: Engage in continuous learning and self-reflection to identify and address your unconscious biases. This can involve reading diverse literature, attending workshops, or participating in unconscious bias training programs.
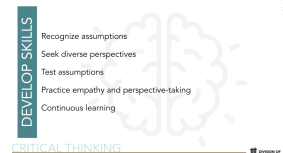
Check for understanding by asking students to share a key takeaway or personal goal as a result of attending the seminar.

🗣 *In conclusion, critical thinking is essential for evaluating information and making informed decisions. The ladder of inference shows how assumptions are formed, and these assumptions can contribute to unconscious bias. By recognizing and challenging our assumptions, seeking diverse perspectives, testing our beliefs, practicing empathy, and engaging in continuous learning, we can mitigate unconscious bias and improve our critical thinking skills. Thank you for your attention, and I hope this presentation has provided valuable insights into the connection between assumptions, critical thinking, and unconscious bias.*

CRITICAL THINKING

Activity: The Five Whys

Goals
- Understand the relationship between problems and their root causes
- Identify solutions that address root causes instead of obvious symptoms
-

Room Set-up
- Option A: Print enough copies of the activity worksheet for each student to participate on their own. This option works best with a smaller group of students.
- Option B: Put students into small groups of 3-5 people, and distribute flip chart paper and markers to each group. This option works best with a larger group of students.

Facilitator's Tip

This activity works best when students are focused on a problem that is salient to them personally. A good way to help students break into smaller groups is first to brainstorm a list of problems. Be sure to identify enough problems for the number of groups you will need students to divide into.

Once the large group has identified a list of issues, allow students to break up into smaller groups based on their personal interests.

Instructions

Begin by introducing the activity. Depending on the option you selected during the set-up above, you may need to adjust your approach.

> 🗣 *Critical thinking is essential for evaluating information and identifying innovative solutions. Today we're going to practice a strategy called the 5 whys. You will spend time considering a problem in our office or on campus, identifying its root cause, and presenting some potential solutions.*
>
> *Recurring problems are often symptoms of deeper issues. Quick or easy solutions often only solve the surface issues, and they end up wasting resources that could otherwise address the deeper problem or root cause.*
>
> *Sakichi Toyoda, the founder of Toyota Industries, developed a technique called the 5 Whys in the 1930s. Toyota still uses this technique today when attempting to solve problems.*
>
> *To get started, I want you to spend some time thinking about a recurring problem either on campus or in our department. To clearly define the problem, consider who the problem impacts and why the problem is significant.*

Give students some time to think about an issue. You may want to walk around and provide insights as students work. Once students have identified a problem statement, move on.

🗣 *Now that you have identified a problem statement begin by asking yourself, "Why is this happening? What is causing this?" For example, if a problem were that you ran a red light, your first reason may be because you were late for work.*

Why were you late for work? Because you woke up late.
Why did you wake up late? Because your alarm didn't work.
Why didn't your alarm go off? Because your phone died.
Why was your phone dead? Because you forgot to check that it was charging before going to bed.

Here, your root cause is really focused on your bedtime routine. Take some time to go through the 5 Whys technique to identify a root cause. Keep in mind that "5" is just a number. Continue to ask why as many times as you need to complete the process. Once you have identified a root cause, rewrite your problem statement.

While students use this technique, continue to walk around in the space and provide feedback. Students who are still developing their critical thinking skills may need help pushing themselves to see the root causes clearly. Encourage students by reminding them that critical thinking is a learned skill, and by practicing, they can train their mind's eyes to see the root causes more easily over time.

🗣 *Now that you have identified the root cause for your issue take some time to brainstorm two or three potential solutions. Consider simple solutions that you can enact yourself, as well as complex solutions that require collaboration from outside stakeholders.*

Once students have completed the exercise, allow them to present their findings. It may be helpful for students to provide feedback to their peers on the root cause as well as the potential solutions. Where appropriate, encourage students to hold each other accountable in carrying out these solutions. You may even choose to build them into annual goals and future strategic plans for the department.

Discussion

Help the group process the activity using the sample questions below:

- What do you think about Sakichi Toyoda's technique? Was it helpful?
- How can you incorporate this technique into your work?
- What other techniques do you know that can help promote problem-solving in the workplace?
- What can you take from this activity back into your daily life?

The Five Whys Worksheet

Define the problem.

Why is this happening? What is causing this?	

Why is that?	

Why is that?	

Why is that?	

Why is that?	

Write a root cause problem statement.

Identify possible solutions to the problem.

Lifelong Learning

UNCP is committed to lifelong learning. Keep the conversation going throughout the year with the following resources. Utilize reflection questions as a tool to check in with students and maximize learning.

Additional Resources
- Video: 5 Tips to Improve Your Critical Thinking
- Video: This Tool Will Help Improve Your Critical Thinking
- Activity: 11 Activities that Promote Critical Thinking in the Classroom

Reflection Questions
- How do poor critical thinking skills affect classmates, co-workers, or teammates?
- What opportunities are available on campus to help you grow in your critical thinking skills?
- Think about a problem you solved creatively. What process did you go through to reach a solution?
- Think about a problem you might encounter in the workplace. How would you communicate possible solutions to your supervisor?

Equity & Inclusion

Equity & Inclusion Defined

Equity & Inclusion means to demonstrate the awareness, attitude, knowledge, and skills required to equitably engage and include people from different local and global cultures. Engage in anti-racist practices that actively challenge the systems, structures, and policies of racism.

Sample Behaviors

Students who are proficient in this competency will be able to:

- Solicit and use feedback from multiple cultural perspectives to make inclusive and equity-minded decisions.
- Actively contribute to inclusive and equitable practices that influence individual and systemic change.
- Advocate for inclusion, equitable practices, justice, and empowerment for historically marginalized communities.
- Seek global cross-cultural interactions and experiences that enhance one's understanding of people from different demographic groups and that leads to personal growth.
- Keep an open mind to diverse ideas and new ways of thinking.
- Identify resources and eliminate barriers resulting from individual and systemic racism, inequities, and biases.
- Demonstrate flexibility by adapting to diverse environments.
- Address systems of privilege that limit opportunities for members of historically marginalized communities.

Learning Rubric

| Competency	Mastering - 4	Achieving - 3	Developing - 2	Beginning - 1
Equity & Inclusion	Displays MOST of the sample behaviors associated with this competency.	Displays MANY of the sample behaviors associated with this competency.	Displays SOME of the sample behaviors associated with this competency.	Displays NONE of the sample behaviors associated with this competency.

Seminar

Be sure to always begin with group introductions or an icebreaker activity. When using this seminar as part of a larger training program, adjust the following to meet the needs of the specific context.

> 🗣️*Hello, everyone! Thank you for joining me today to learn more about equity and inclusion. My name is _____. Today, I will be talking to you about equity and inclusion, its importance in the workplace, and how it can benefit you in your future careers.*

Introduce the idea of equity and inclusion, and invite the group to share their own thoughts on what an inclusive and equitable space looks like.

> 🗣️ *Equity and inclusion are concepts that refer to creating a workplace environment that values diversity and respects differences.*
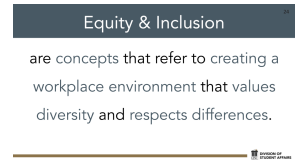
Progress the slides.

> 🗣️ *Equity means creating fair opportunities for everyone, regardless of their background, while inclusion means actively involving and valuing all individuals in the workplace, regardless of their differences.*
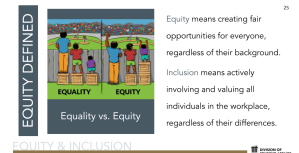
> *Take a few minutes to think about a time when you felt truly included and equitable in a space or when you actively worked to create that space for others. What happened? What steps did you or others take? What was the response or outcome?*

Facilitator's Tip
Depending on the size of your group, you may also opt to have students get into pairs or smaller breakout groups to share their experiences and report out.

Give the students a few minutes to think about their responses. Point out the diversity of contexts, and help students identify common themes that come up in discussion.

> 🗣️ *What benefits do you think come from creating inclusive and equitable spaces?*

Once students have the opportunity to share the benefits of equity and inclusion, advance the slide and review the following points. You may want to take longer discussing benefits and tangible actions to create inclusive and equitable spaces that were not mentioned in the discussion.

> 🗣️ *Equity and inclusion are crucial, as they create positive and supportive environments where everyone feels valued, respected, and encouraged to succeed. A workplace that values diversity and fosters a sense of belonging is more likely to attract and retain employees from diverse backgrounds. Employees who feel included and valued are more likely to be motivated and productive, leading to better job satisfaction*

and higher employee retention rates. Additionally, workspaces that prioritize equity and inclusion tend to be more innovative and adaptable to change.

Allow students to verbalize how their own ideas about equity and inclusion have improved their own experience at work before transitioning to the next topic.

🗣 *If equity and inclusion are so critical to developing positive work environments, why do you think many workspaces struggle to incorporate these practices effectively? What obstacles might prevent us from creating equitable and inclusive spaces?*

Once students have had the opportunity to share obstacles to equity and inclusion, shift the conversation to strategies to overcome these obstacles.

🗣 *In order to create equitable and inclusive spaces, we must first acknowledge that it is an ongoing process, dependent on shifting team dynamics, individual identities, and intersectionality.*

What steps can we take, acknowledging that we are part of the team, to create inclusive and equitable spaces?

After students have had the chance to share their own ideas for actions to promote inclusive and equitable spaces, advance the slide. You may want to take longer to discuss the benefits listed below that were not mentioned in the discussion.

- Continuous education and skill-building: Providing additional opportunities for employees to educate themselves and develop allyship skills can help employees understand the importance of equity and inclusion and provide them with the tools to foster a positive work environment.

- Promoting diversity in hiring and team development: Organizations can promote diversity by actively seeking out candidates with diverse backgrounds, ensuring that the hiring process is fair and unbiased, and actively seeking to remove barriers that may impact employees once hired.
- Encouraging employee feedback and creating supportive environments: Creating environments that encourage employee feedback and engagement can help employers identify areas for improvement and ensure that all employees feel included and valued.
- Creating inclusive policies: Policies that promote diversity and inclusion, such as flexible work arrangements and accommodations for disabilities and neurodiversity, can help create a more inclusive workplace.
- Celebrating diversity: Celebrating diversity, including cultural events and recognizing diverse holidays, can help promote a positive work environment and create a sense of belonging for all employees.

As time allows, encourage students to provide concrete examples of how they can incorporate some of these practices into their own roles. Facilitate students in identifying additional strategies they can implement to create a more inclusive workplace on campus.

To conclude, be sure to check for understanding by asking students to share a key takeaway or personal goal as a result of attending the seminar.

🗣 *In conclusion, creating an equitable and inclusive workplace is crucial for attracting and retaining employees, promoting innovation, and fostering a positive work environment. By prioritizing equity and inclusion, organizations can create a more positive and productive work environment for all employees. Thank you for your attention!*

CONCLUSION

EQUITY & INCLUSION

Activity: The Identity Wheel

Goals

- Identify and reflect on various aspects of an individual's identity
- Built trust within the team by learning more about other members of the group
- Consider the impact of identity on individual experiences

Room Set-up

- Print enough copies of the identity wheel for all participants.
- Use flip chart paper to write identities and hang them on the wall around the room. Be sure to move tables and chairs in consideration of individual mobility needs.

Instructions

Begin by providing each participant with a copy of the identity wheel handout.

> 🗣️ *Every person's identity is made up of multiple identities, such as race or gender. These identities are complex and intersecting, and each person's experience is unique. It is important to approach them with respect, understanding, and an appreciation for diversity and inclusivity. Today we are going to examine our own identities and how they may shape our experiences while also learning about identities that we may not hold.*
>
> *Sometimes, talking about our identities and learning about our differences can be uncomfortable or make us vulnerable. For today's workshop, we want to create a brave space. A safe space is an environment focused on support where people are free from judgment and discrimination. A brave space focuses on learning and encourages dialogue across differences. To create a brave space, we need to own our intentions as well as our impacts. All of our activities are challenge by choice. That means that you have the option to lean in or out of challenging conversations in any way that supports your personal and mental well-being. However, it's important to remember that you will get out of this experience what you put in.*
>
> *Are there any questions?*
>
> *To begin, you will need to complete the identity wheel with the identities that you hold.*

Using the definitions below, you may choose to briefly explain each identity dimension or only those that participants may be unfamiliar with. Be sure that participants do not respond to the questions inside the circle yet.

- Age: Age refers to the number of years a person has lived and can play a role in shaping experiences, perspectives, and societal expectations at different life stages.
- Ethnicity: Ethnicity refers to a person's cultural background, including shared customs, traditions, language, and heritage. It often relates to a person's sense of belonging to a particular group or community.

- First language: First language refers to the language a person learns and speaks first, typically during early childhood. It can influence a person's cultural identity, communication abilities, and access to resources and opportunities.
- Gender: Gender refers to the socially constructed roles, behaviors, and expectations associated with being male or female. It encompasses a broad spectrum beyond the binary understanding of male and female, including identities such as transgender, non-binary, and genderqueer.
- National origin: National origin refers to the country or region from which a person or their ancestors originate. It can influence cultural practices, traditions, language, and experiences associated with a particular place.
- Physical, emotional, or developmental (dis)ability: This identity encompasses a wide range of conditions or impairments that may affect a person's physical, emotional, or cognitive abilities. It includes both visible and invisible disabilities and shapes a person's experiences and needs in various contexts.
- Race: Race refers to a socially constructed concept that categorizes people into distinct groups based on physical characteristics such as skin color, hair texture, and facial features. It has been used historically to perpetuate systems of power, privilege, and discrimination.
- Religious or spiritual affiliation: This identity pertains to a person's beliefs, practices, and affiliations related to religion or spirituality. It encompasses a wide range of faiths, beliefs, and philosophies that guide individuals in their worldviews, values, and moral frameworks.
- Sex: Sex refers to the biological characteristics that typically categorize individuals as male or female based on reproductive organs, chromosomes, and secondary sexual characteristics.
- Sexual orientation: Sexual orientation relates to a person's emotional, romantic, or sexual attraction to others. It includes identities such as heterosexual, homosexual, bisexual, and asexual, among others.
- Socio-economic status: Socio-economic status (SES) refers to a person's position in society based on their economic resources, occupation, education level, and social standing. It can significantly influence access to opportunities, resources, and social mobility.
- Unnamed category: This space is designated for any other identities which have not been named that students may wish to include in their identity wheel.

Once everyone has completed their identity wheel, continue the exercise.

> 🗣 *Now that you have completed your identity wheel, I am going to call out some prompts. You can see that I have hung the identity categories around the room. Based on your answer to the prompt, you will need to move your body to the category that best answers the question. For example, the first prompt is "The identity you think about most often." If the identity you think about most often is gender, then you would move near the "Gender" paper. You will then have an opportunity to share with the group why you*

selected that identity. Remember, this is a brave space, and this activity is a challenge by choice. You can choose to share only what you are comfortable sharing with the group.

Are there any questions?

Continue the exercise using the following prompts:
- The identity you think about most often
- The identity you think about least often
- The identity you would like to learn more about
- The identity that has the greatest impact on how you perceive yourself
- The identity that has the greatest impact on how others perceive you

Once you have completed each of the prompts, students may return to their workspaces for further discussion.
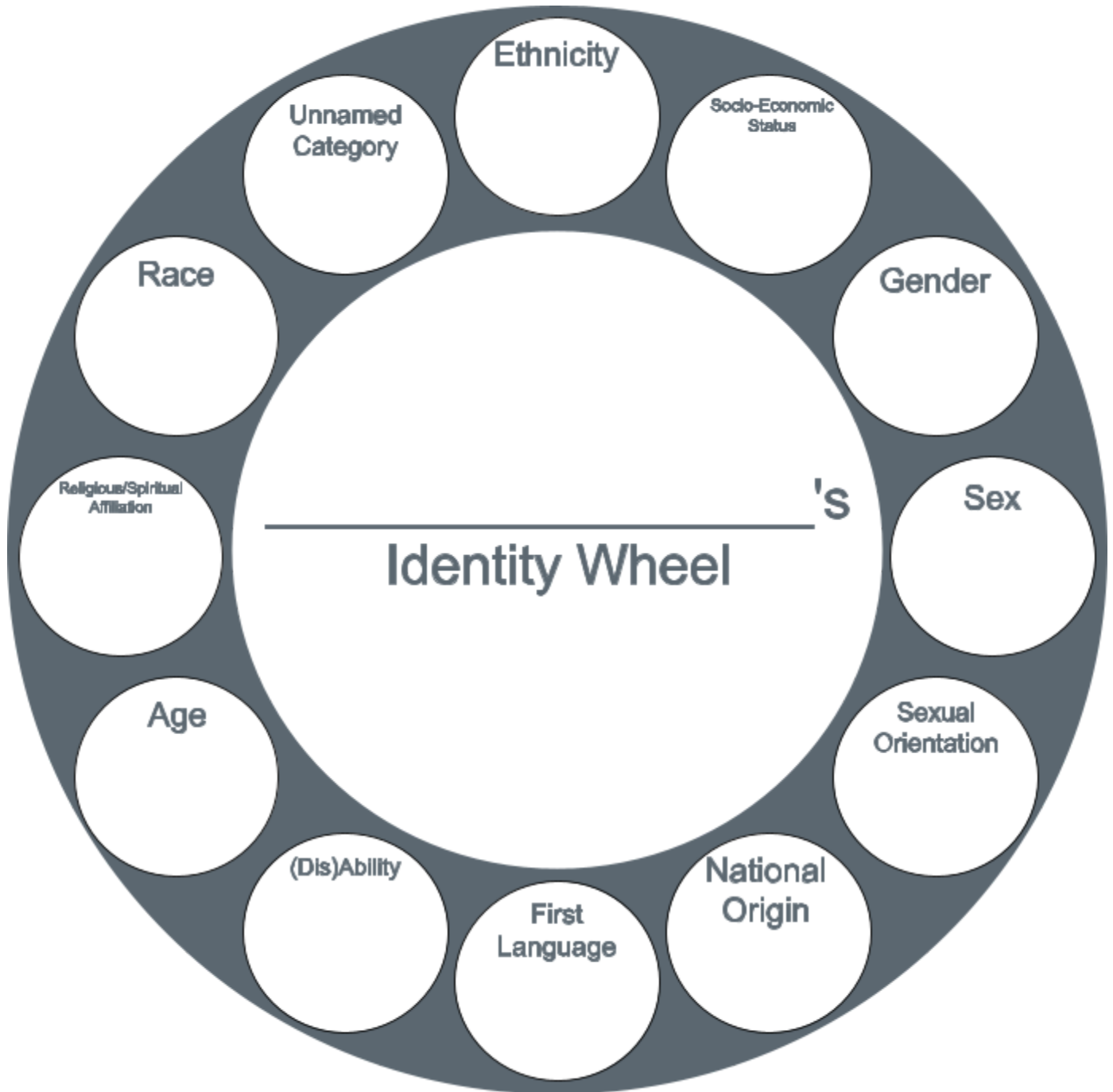
Discussion

Help the group process the activity using the sample questions below:
- Did you learn anything new about yourself or your team?
- What kinds of feelings did you have as you participated?
- How did the movement of others influence you, if at all?
- How do you think your identities shape your own experiences? How do they shape your interactions with others?
- What did you learn through this activity that can help make our environment more welcoming?
- What did you learn through this activity that can help you be a better person or leader?

The Identity Wheel Worksheet

Ethnicity

Unnamed Category

Socio-Economic Status

Race

Gender

Religious/Spiritual Affiliation

_____'s

Identity Wheel

Sex

Age

Sexual Orientation

(Dis)Ability

First Language

National Origin

Lifelong Learning

UNCP is committed to lifelong learning. Keep the conversation going throughout the year with the following resources. Utilize reflection questions as a tool to check in with students and maximize learning.

Additional Resources
- Activity: Harvard Implicit Bias Test
- Video: The Danger of a Single Story
- Video: Belonging, A Critical Piece of Diversity, Equity & Inclusion
- McIntosh, P. (2003). White privilege: Unpacking the invisible knapsack. In S. Plous (Ed.), *Understanding prejudice and discrimination* (pp. 191–196). McGraw-Hill.

Reflection Questions
- Before _____ (e.g. joining our team, today's discussion, this activity), were you aware that employers value equity and inclusion? Why do you think employers value these skills in the workplace?
- How does your current coursework help you develop your equity and inclusion skills?
- Think about someone whose identity, opinions, and/or values differ from yours. What benefits do you observe due to these differences?
- How can you demonstrate your equity and inclusion skills during a job interview?

Leadership

Leadership Defined
Leadership means to recognize and capitalize on personal and team strengths to achieve organizational goals.

Sample behaviors
Students who are proficient in this competency will be able to:
- Inspire, persuade, and motivate self and others under a shared vision.
- Seek out and leverage diverse resources and feedback from others to inform direction.
- Use innovative thinking to go beyond traditional methods.
- Serve as a role model to others by approaching tasks with confidence and a positive attitude.
- Motivate and inspire others by encouraging them and by building mutual trust.
- Plan, initiate, manage, complete and evaluate projects.

Learning Rubric

Competency	Mastering - 4	Achieving - 3	Developing - 2	Beginning - 1
Leadership	Displays MOST of the sample behaviors associated with this competency.	Displays MANY of the sample behaviors associated with this competency.	Displays SOME of the sample behaviors associated with this competency.	Displays NONE of the sample behaviors associated with this competency.

Seminar

Be sure to always begin with group introductions or an icebreaker activity. When using this seminar as part of a larger training program, adjust the following to meet the needs of the specific context.

🗣️*Hello, everyone!* Thank you for joining me today to learn more about leadership. *My name is _____. Today, we will be discussing leadership.*

Take a moment to think about the word leadership. How would you describe or define leadership? What does a good leader look like? What do they do?

Listen and summarize student definitions. Tease out ideas that are similar, and point out conflicting ideas.

🗣️ *People define leadership in many different ways. So that we can all be operating using the same meaning, I'm going to share UNCP's core beliefs about leadership.*

At UNCP, we believe that leadership is not a personality type. It's a set of skills and abilities that can be learned and improved over time. This is an important distinction because it means you can be bubbly and outgoing, or you can be quiet and introverted and still be a good leader.

Continue speaking and progress the slide.

🗣️ *Leadership is often defined as the act of guiding or directing a group of people toward a common goal or objective. However, my belief is that leadership goes beyond just directing people; it is a purposeful, collaborative, values-based, and relational process of people in a supportive community creating positive change.*

Leadership
is a purposeful, collaborative, values-based and relational process of people in a supportive community creating positive change.
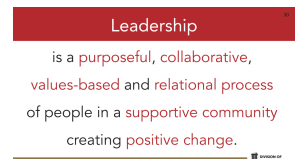
Take a moment to look at the definition written out on the screen. Which words or phrases resonate with you most?

Allow students to share their perspectives. Use the descriptions below to help guide the conversation and define certain ideas. Allow students to provide examples or feedback to reinforce their understanding of the concepts.

- Purposeful: Leadership is purposeful, meaning that it is intentional and focused on achieving a specific goal or objective. A leader must have a clear vision of what they want to accomplish and be able to articulate this vision to others in a way that inspires and motivates them to work towards the same goal.
- Collaborative: Leadership is collaborative, meaning that it requires working with others to achieve a common goal. A leader must be able to build relationships and work effectively

with others, bringing together diverse perspectives and ideas to create innovative solutions.

- Values-Based: Leadership is values-based, meaning that it is grounded in a set of core beliefs and principles that guide a leader's actions and decisions. A leader must have a strong sense of personal values and be able to align their actions with those values, even in the face of difficult decisions or challenges.
- Relational: Leadership is relational, meaning that it is focused on building and maintaining positive relationships with others. A leader must be able to connect with others, understand their perspectives and needs, and foster a sense of trust and mutual respect.
- Process: Leadership is a process, not a position. No individual can be a leader in a room by themselves. Sometimes leaders contribute to positive change even when they are not the president or identified leader of their organization.
- Supportive Community: Leadership is a process of people in a supportive community creating positive change. A leader must be able to create a supportive environment that empowers and motivates others to achieve their full potential. This includes creating opportunities for growth and development, providing support and resources, and recognizing and celebrating the contributions of others.
- Positive Change: This is the outcome of good leadership. If leadership is a values-based process, can good leadership yield anything else?

Once the conversation begins to die down, move on to discuss leadership styles.

> 🗣 *There are many different styles of leadership, and the most effective style will depend on the specific situation and the needs of the group. Here are some common styles of leadership.*
>
> *Are there any that you are already familiar with or have heard of before?*

Allow students to define the leadership styles through shared discussion. Use the definitions below to help flesh out the conversation or define new concepts. You may use this time to help students identify examples from their own experiences and/or brainstorm contexts in which these styles might work better than the others.

- Transformational Leadership: Transformational leaders inspire and motivate others to achieve their full potential and work towards a common vision or goal.
- Servant Leadership: Servant leaders focus on serving the needs of others and prioritize the well-being and development of their followers.
- Situational Leadership: Situational leaders adjust their leadership style based on the specific needs of the group and the situation at hand.
- Charismatic Leadership: Charismatic leaders have a magnetic personality and are able to inspire and motivate others through their personal charisma and charm.
- Democratic Leadership: Democratic leaders involve others in the decision-making process and prioritize collaboration and consensus-building.

Check for understanding by asking students to share a key takeaway or personal goal as a result of attending the seminar.

CONCLUSION

🗣 *In conclusion, leadership is a purposeful, collaborative, values-based, and relational process of people in a supportive community creating positive change. Effective leaders must have a clear vision, be able to work effectively with others, have a strong sense of personal values, build positive relationships, and create a supportive environment that empowers others. There are many different leadership styles, and the most effective style will depend on the specific situation and the needs of the group. Thank you for your time and attention!*

Activity: Leadership Compass Self-Assessment

Goals

- Understand and appreciate the need for a variety of working styles
- Learn the qualities we can develop to become better as leaders
- Establish shared language and way of thinking about working in a team

Room Set-up

- Print enough copies of the self-assessment and styles handouts for every participant.
- Ask students to bring or be sure to provide writing instruments for each participant.
- Consider hanging paper indicating the four cardinal directions in the room.

Instructions

Introduce the activity and hand out the self-assessment worksheets.

> 🗣 *Today, we will be considering leadership styles. For this discussion, we will be thinking about ourselves and our approach in a work environment. In a moment, we will reach through a series of statements together. As we read, place a checkmark in the box next to the statements that apply to how you make choices and decisions at work.*
>
> *Each of these statements will apply to all of us some of the time, but we are interested in knowing which of these statements represents you most of the time.*

Read each of the statements on the self-assessment handout aloud. Go slowly enough to allow students a moment to self-reflect before answering.

> 🗣 *Now, count the total number of checkmarks on each section and place that number in the corresponding circle shape on your compass. The circle with the highest number represents your dominant decision-making style.*
>
> *In a moment, I want you to split into groups based on your dominant style. I will give you a paper with information about your style. You and your group will review your results, and, using your own words, you will present your style to the larger group using examples from your own experiences.*

Have students move to four sections of the room as described. If you have hung paper around the room, you can have the students move to their cardinal direction sign to do their group work. Hand out the styles handout. Variations of the discussion prompt that may help support student dialogue during this time include:

- What would a day in the life of someone with your style look like?
- Describe the perfect birthday party for someone with this style.
- What would change in the world if only leaders with your style existed?

Give students the opportunity to present to the larger group. Allow members of other groups to ask follow-up questions. The goal is that every student understands the working styles and the associated concrete behaviors.

Discussion

Help the group process the activity using the sample questions below:
- Did anything about your results surprise you?
- Why is it important for us to know and understand our working styles? What about the working styles of others?
- How do working styles relate to leadership?
- How might your working style impact your work with our team?
- How might you shift your communication style or overall approach when working with someone with a different working style?
- How might you use this information in an interview for a future job?

This activity was adapted from Be the Change Consulting.

Leadership Compass Self-Assessment Worksheet

NORTH

- ☐ I am usually assertive, active, and decisive.
- ☐ I like to determine the course of events and be in control of professional relationships.
- ☐ I am quick to act and express a sense of urgency for others to act.
- ☐ I enjoy challenges presented by difficult situations and people.
- ☐ I think in terms of the bottom line or results.
- ☐ I like a quick pace and fast track.
- ☐ I persevere and am not stopped by hearing no. I probe to get at hidden resistances.
- ☐ I like variety, novelty, and new projects.
- ☐ I am comfortable being in front of a room or crowd.
- ☐ Some of my value-oriented words include responsibility and results.

EAST

- ☐ I am a visionary who sees the big picture.
- ☐ I am a generative and creative thinker; I am able to think outside the box.
- ☐ I am very idea-oriented and tend to focus on future thoughts.
- ☐ I make decisions by standing in the future.
- ☐ I usually have insight into mission and purpose.
- ☐ I look for overarching themes and ideas.
- ☐ I am adept at problem-solving.
- ☐ I like to experiment and explore new ways of doing things.
- ☐ I appreciate a lot of information.
- ☐ My value-oriented words are option, possibility, and imagine.

SOUTH

- ☐ I understand how people need to receive information in order to act upon it.
- ☐ I integrate others' input in determining the direction of what's happening.
- ☐ I am value-driven regarding aspects of professional life.
- ☐ I use professional relationships to accomplish tasks and interaction is primary to me.
- ☐ I am supportive of colleagues and peers.
- ☐ I have a willingness to take others' statements at face value.
- ☐ I am feeling-based and trust my own emotions and intuition.
- ☐ I believe my intuition and emotions are regarded as truth.
- ☐ I am receptive to others' ideas; I am a team player and build on the ideas of others.
- ☐ I am generally non-competitive.
- ☐ I am able to focus on the present moment.
- ☐ My value-oriented words are right and fair.

WEST

- [ ] I understand what information is needed to assist in decision-making.
- [ ] I am seen as practical, dependable, and thorough in task situations.
- [ ] I'm helpful to others by providing planning and resources, and I come through for the team.
- [ ] I move carefully and follow procedures and guidelines.
- [ ] I use data analysis and logic to make decisions.
- [ ] I weigh all sides of an issue and am balanced.
- [ ] I am introspective and self-analytical.
- [ ] I am careful and thoroughly examine people's needs in situations.
- [ ] I maximize existing resources and get the most out of what has been done in the past.
- [ ] I am skilled at finding fatal flaws in an idea or project.
- [ ] My value-oriented word is objective.
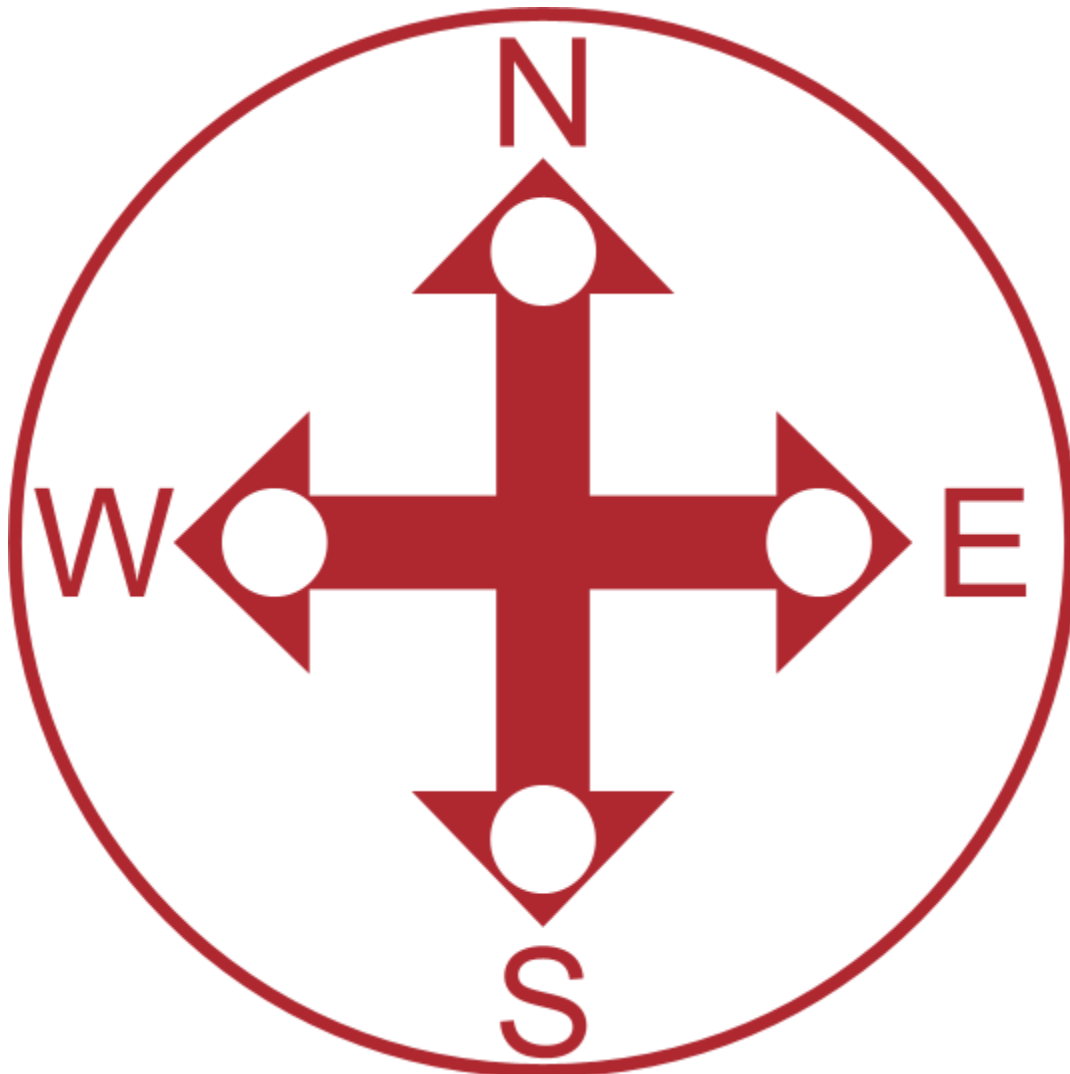
Leadership Compass Styles

At Your Best

NORTH - ACTION

- Assertive, active, and decisive
- Likes to determine the course of events
- Quick to act
- Expresses a sense of urgency for others to act
- Enjoys challenges
- Thinks in terms of the bottom line
- Likes a quick pace
- Perseveres
- Likes variety and novelty
- Comfortable being in front of a crowd
- Value-oriented words include responsibility and results

WEST - ANALYTICAL

- Introspective and self-analytical
- Understands what information is needed in decision-making
- Practical, dependable, and thorough
- Resourceful
- Moves carefully and follows the rules
- Balanced
- Considers all needs in any situation
- Maximizes existing resources
- Skilled at finding errors or flaws
- Value-oriented word is objective

EAST - VISION

- Visionary
- Generative and creative thinker
- Idea and future oriented
- Insight into mission and purpose
- Looks for overarching themes and ideas
- Adept at problem-solving
- Likes to experiment and explore
- Appreciates in depth information
- Value-oriented words are option, possibility, and imagine

SOUTH - EMPATHY

- Speaks to their audience
- Integrates others' input
- Value-driven
- Interaction is primary
- Supportive
- Trusting
- Feeling-based
- Receptive to others' ideas
- Team player
- Focuses on present moment
- Value-oriented words are right and fair

Taken to Excess

NORTH - ACTION

- May overlook strategic planning in an effort to decide and act
- May get defensive quickly, argue, or try to "out expert" you
- May lose patience or avoid discussion
- Seem autocratic and want things their way
- Sees things in black and white; low tolerance for ambiguity
- Perceived as cold and unfeeling
- Disregards practical issues and acts impulsively
- Controlling with difficulty delegating

WEST - ANALYTICAL

- Experience analysis paralysis
- May become stubborn and entrenched in position
- Indecisive
- Gets bogged down in the details
- May appear cold or withdrawn
- Tendency toward watchfulness or observation
- May remain withdrawn and distant
- May resist emotional please and change

EAST - VISION

- Loses focus
- Poor follow-through
- Lack of dependability or attention to detail
- Focus on the vision at expense of action
- Not time-bound; may lose track of time
- Highly enthusiastic in the beginning stages, but burns out over time
- Will not work on projects unrelated to the vision
- Easily frustrated and overwhelmed when tasks do not align with the vision

SOUTH - EMPATHY

- People pleasing; trouble saying no
- Internalizes difficulty and assume blame
- Focuses on relationships at the expense of goals
- Difficulty confronting or dealing with anger
- Easily manipulated by anger
- Over-compromise to avoid conflict
- Immersed in the now; may lose track of time
- May not see long-range impacts
- May become mired in the process

Lifelong Learning

UNCP is committed to lifelong learning. Keep the conversation going throughout the year with the following resources. Utilize reflection questions as a tool to check in with students and maximize learning.

Additional Resources
- Leadership Style Assessment: Your Leadership Legacy
- Video: How to start a movement
- Hurwitz, M. (2017). Followership: A Classroom Exercise to Introduce the Concept. Management Teaching Review, 2(4), 281–288. https://doi.org/10.1177/2379298117717468
- Stern, J. (2021). Do you follow? Understanding followership before leadership. Management in Education, 35(1), 58–61. https://doi.org/10.1177/0892020620942504

Reflection Questions
- Before _____ (e.g. joining our team, today's discussion, this activity), were you aware that employers value equity and inclusion? Why do you think employers value these skills in the workplace?
- How does your current coursework help you develop your equity and inclusion skills?
- Think about someone whose identity, opinions, and/or values differ from yours. What benefits do you observe due to these differences?
- How can you demonstrate your equity and inclusion skills during a job interview?

Professionalism

Professionalism Defined
Professionalism means knowing work environments differ greatly, understand and demonstrate effective work habits, and act in the interest of the larger community and workplace.

Sample Behaviors
Students who are proficient in this competency will be able to:
- Act equitably with integrity and accountability to self, others, and the organization.
- Maintain a positive personal brand in alignment with organization and personal career values.
- Be present and prepared.
- Demonstrate dependability (e.g., report consistently for work or meetings).
- Prioritize and complete tasks to accomplish organizational goals.
- Consistently meet or exceed goals and expectations.
- Have an attention to detail, resulting in few if any errors in their work.
- Show a high level of dedication toward doing a good job.

Learning Rubric

Competency	Mastering - 4	Achieving - 3	Developing - 2	Beginning - 1
Professionalism	Displays MOST of the sample behaviors associated with this competency.	Displays MANY of the sample behaviors associated with this competency.	Displays SOME of the sample behaviors associated with this competency.	Displays NONE of the sample behaviors associated with this competency.

Seminar

Be sure to always begin with group introductions or an icebreaker activity. When using this seminar as part of a larger training program, adjust the following to meet the needs of the specific context.

> 🗣️*Hello, everyone! Thank you for joining me today to learn more about teamwork. My name is _____, and I work as the _____ in the _____. Today, I will be talking to you about professionalism, which is an essential aspect of career success.*

STUDENT LEADER TRAINING

PROFESSIONALISM

> *What does it mean to be professional? What words or phrases come to mind when you hear the word professionalism? When you picture a professional, what images do you see?*


Facilitator's Tip

Encourage more discussion through an active learning activity. Post flip chart paper around the room with categories like attire, behavior, attitude, and communication. Allow students to write words and phrases on sticky notes and place them on the corresponding flip chart paper.

Once students have posted all their sticky notes, read some of them aloud. Look for themes, and ask for clarification when necessary. If there are contradicting answers, facilitate further discussion.

Once there has been sufficient discussion around different views of professionalism, establish a shared definition.

> 🗣️*Professionalism is a set of behaviors and attitudes that demonstrate a commitment to ethical and respectful behavior in the workplace. It involves maintaining a high level of competence, honesty, and integrity in all aspects of our work.*

Professionalism

is a set of behaviors and attitudes that demonstrate a commitment to ethical and respectful behavior in the workplace.
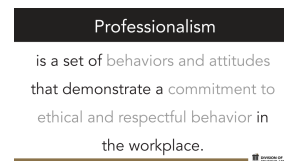
Progress the slide and review the following qualities of a professional. You may want to spend longer reviewing the qualities below that weren't mentioned during the discussion.

CHARACTERISTICS

Reliability
Accountability
Respect
Professionalism in appearance
Communication
Competence

PROFESSIONALISM

- Reliability: Being reliable means that you are consistent and dependable. It involves showing up on time, meeting deadlines, and following through on commitments.
- Accountability: Being accountable means taking responsibility for your actions and decisions. It involves acknowledging mistakes, learning from them, and taking steps to correct them.
- Respect: Showing respect involves treating others with dignity and valuing their perspectives and opinions. It involves being courteous, polite, and considerate towards others.
- Professionalism in Appearance: Being professional in appearance means dressing appropriately for the workplace and maintaining good personal hygiene. Professional

dress varies from profession to profession. Encourage students to consider or describe professional dress for lawyers, doctors, nurses, teachers, etc.

- Communication: Effective communication is an important aspect of professionalism. It involves using clear and concise language, active listening, and being respectful in all communication.
- Competence: Professionalism also involves demonstrating a high level of competence in your work. It involves having the necessary skills, knowledge, and expertise to perform your job effectively.

Facilitator's Tip

Throughout the discussion on characteristics of professionalism, it is important to be specific about expectations within your team. Consider the following questions:

- *What does appropriate dress look like in your department?*
- *How should communication with department faculty or staff take place most often? For example, is the use of text messages appropriate?*
- *How should communication change in time-sensitive or emergency situations?*
- *How should students communicate last-minute changes to their schedule?*
- *What is the minimum standard of cleanliness and organization for workstations and shared spaces?*

Move on once there has been sufficient discussion around different views of professionalism.

🗣️*Why do you think we are taking the time to discuss professionalism? Why is it important to your career readiness?*

Progress the slide and review the following benefits of professionalism. You may want to spend longer reviewing the qualities below that weren't mentioned during the discussion.

- Career Advancement: Demonstrating professionalism can lead to career advancement opportunities and increased job satisfaction.
- Credibility: Professionalism can enhance your credibility with colleagues, clients, and stakeholders.
- Reputation: Professionalism can help you build a positive reputation in the workplace, which can lead to increased respect and trust from others.
- Personal Growth: Developing professionalism can also lead to personal growth and development. It involves taking responsibility for your actions, learning from mistakes, and continuously improving your skills and knowledge.

Continue on to discuss tips for maintaining a professional presence in the workplace.

- Set Clear Expectations: Set clear expectations for yourself and others in terms of behavior, communication, and work performance.

- Practice Self-Reflection: Regularly reflect on your behavior and actions to identify areas where you can improve.
- Seek Feedback: Seek feedback from colleagues, supervisors, and mentors to identify areas where you can improve.
- Focus on Continuous Improvement: Focus on continuously improving your skills and knowledge through ongoing learning and professional development.
- Keep a Positive Attitude: Maintaining a positive attitude can help you stay motivated and engaged in your work.

Check for understanding by asking students to share a key takeaway or personal goal as a result of attending the seminar.

🗣 *In conclusion, professionalism is an essential aspect of career success. It involves maintaining a high level of competence, honesty, and integrity in all aspects of our work. Developing professionalism can lead to career advancement opportunities, enhanced credibility and reputation, and personal growth and development. Thank you for your attention!*

Activity: Four Corners

Goals

- Explore the varied and subjective nature of professional standards across generations, industries, and individuals
- Practice professional communication styles in content-based discussions
-

Room Set-up

- Arrange tables and/or chairs to allow all students to move between the four corners of the room. Alternatively, students may move along a straight line if necessary.
- Using a flipchart or printed paper, clearly mark each of the corners of the room as strongly agree, agree, disagree, and strongly disagree.

Instructions

Introduce the activity.

> 🗣️ *Today, we are going to do an activity called Four Corners. Around the room, you can see four signs ranging from strongly agree to strongly disagree. In a moment, I will make a series of statements. After each statement, everyone will silently move to the appropriate corner to indicate their response. You may not stay neutral. You must choose to either agree or disagree, even if it is by a very small margin.*
>
> *For example, I might say, "Dogs are better than cats." If you agree with me, you will move to the agree side of the room. However, if you have a strong conviction about cats being the best pet, you would move to the strongly disagree sign.*
>
> *Once everyone has moved to the correct area, you will have an opportunity to share why you chose to agree to disagree. If you hear a compelling argument or a new perspective you had not considered, you may choose to move corners to reflect your new position.*
>
> *Does everyone understand the instructions?*

Check for understanding. You may opt to do a practice round with an example statement to ensure that everyone understands how to participate. Use the statements below to facilitate the activity. Feel free to add, modify, or reorder statements based on the discussion or the individual needs of your team.

- Wearing jeans to work is professional.
- Having visible tattoos and piercings is professional.
- You should not talk about controversial topics, like politics or religion, at work.
- You can and should be held accountable at work for what you post on your personal social media account.
- What you do outside of work impacts your professional reputation.

- It's not that big of a deal to cuss at work as long as certain people don't hear you.
- Showing your emotions at work is unprofessional.
- Coworkers should not date in the workplace.
- It is not a big deal to be a couple of minutes late to work.
- It is okay to ignore a request from a coworker because they aren't your supervisor.
- If something needs to be done that isn't in my job description, I shouldn't have to do it.
- My attitude shouldn't matter as long as I get my work done.
- Dressing professionally means wearing a suit or a collared shirt.

Once the activity is complete, allow students to return to their seats for additional discussion.

Discussion

Help the group process the activity using the sample questions below:
- What did you learn during this activity?
- Did you change your mind at any point during the discussion? Why or why not?
- What themes or takeaways emerged from our discussion?
- How can you use the information we discussed here today to help you in your career?

Lifelong Learning

UNCP is committed to lifelong learning. Keep the conversation going throughout the year with the following resources. Utilize reflection questions as a tool to check in with students and maximize learning.

Additional Resources
- Video: Michelle Obama's Best Advice for Students
- Video: 6 Traits of a True Professional
- Article: Bias in Professionalism
- Article: 11 Characteristics of Professionals

Reflection Questions
- What was your understanding of professionalism before coming to college? How has your understanding changed over time?
- Why does carrying yourself with a professional demeanor matter at this stage in your college career?
- How do the actions you take today impact or shape your future professional journey?
- How does your current coursework help you develop your professionalism skills?
- Imagine you're interviewing for a summer internship and you're asked to describe your professionalism and work ethic. How do you respond?

Teamwork

Teamwork Defined
Teamwork means building and maintaining collaborative relationships to work effectively toward common goals, while appreciating diverse viewpoints and shared responsibilities.

Sample Behaviors
Students who are proficient in this competency will be able to:
- Listen carefully to others, taking time to understand and ask appropriate questions without interrupting.
- Effectively manage conflict, interact with and respect diverse personalities, and meet ambiguity with resilience.
- Be accountable for individual and team responsibilities and deliverables.
- Employ personal strengths, knowledge, and talents to complement those of others.
- Exercise the ability to compromise and be agile.
- Collaborate with others to achieve common goals.
- Build strong, positive working relationships with supervisor and build team members/coworkers.

Learning Rubric

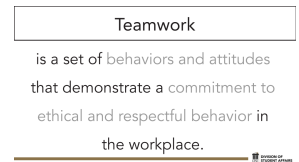| Competency	Mastering - 4	Achieving - 3	Developing - 2	Beginning - 1
Teamwork	Displays MOST of the sample behaviors associated with this competency.	Displays MANY of the sample behaviors associated with this competency.	Displays SOME of the sample behaviors associated with this competency.	Displays NONE of the sample behaviors associated with this competency.

Seminar

Be sure to always begin with group introductions or an icebreaker activity. When using this seminar as part of a larger training program, adjust the following to meet the needs of the specific context.

> 🗣 *Hello, everyone! Thank you for joining me today to learn more about teamwork. My name is _____, and I work as the _____ in the _____. Today, I will be talking to you about teamwork, its importance in the workplace, and how it can benefit you in your future careers.*

STUDENT
LEADER
TRAINING

TEAMWORK

Introduce the idea of teamwork, and invite the group to share their own thoughts on what good teamwork looks like.

> 🗣 *Teamwork is the ability of a group of individuals to work together cohesively towards a common goal or objective. It involves collaboration, communication, and cooperation between team members to achieve a shared vision. Teamwork can be seen in many aspects of our daily lives, including sports teams, academic group projects, and work teams.*
>
> *Take a few minutes to think about one of your best experiences working in a team. What happened? What made it a good experience? What qualities did that group possess that made it more successful?*

Teamwork

is a set of behaviors and attitudes that demonstrate a commitment to ethical and respectful behavior in the workplace.

Give the students a few minutes to think of their responses. Depending on the size of your group, you may also opt to have students get into pairs or smaller breakout groups to share their experiences and report out. Point out the diversity of contexts, and help students identify common themes that come up in discussion.

> 🗣 *Teamwork takes place in many different contexts, including the workplace. Teamwork is critical in the workplace as it enables individuals to work together to achieve common goals, improve job satisfaction, and enhance overall productivity. Employers value teamwork as it leads to improved decision-making, increased creativity, and better problem-solving. In today's complex and dynamic work environment, teamwork is essential to achieving organizational success.*
>
> *What other benefits do you see to effective teamwork?*

Once students have had the opportunity to share the benefits of teamwork, advance the slide and review the following points. You may want to take longer to discuss the benefits listed below that were not mentioned in the discussion.

- Improved productivity: Teamwork leads to increased productivity as team members work together towards a shared goal, leading to more efficient work processes.

BENEFITS

Improved productivity
Enhanced creativity
Improved problem-solving
Increased job satisfaction
Improved communication

TEAMWORK
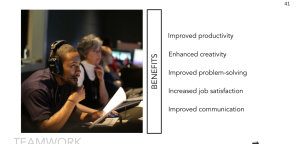
- Enhanced creativity: Working in a team fosters creativity and innovation by combining the unique perspectives and insights of team members.
- Improved problem-solving: Teams can identify problems and generate innovative solutions more effectively by pooling their resources, expertise, and ideas.
- Increased job satisfaction: Working in a team promotes a sense of belonging and encourages mutual support, leading to increased job satisfaction and higher employee retention rates.
- Improved communication: Teamwork requires effective communication skills, which lead to clearer and more concise exchanges of ideas and information.

Allow students to verbalize their own ideas about how teamwork has improved their own experience at work before transitioning to the next topic.

🗣 *If teamwork is so beneficial to the group, why do you think teams sometimes struggle to work together effectively? What obstacles might prevent us from mastering the teamwork competency?*

Once students have had the opportunity to share obstacles to effective teamwork, advance the slide.

🗣 *Developing teamwork skills takes time and practice. Here are some ways you can develop your teamwork skills.*

Review the following points, and encourage students to provide concrete examples of how they can incorporate some of these practices into their roles in the workplace.

- Build trust: Develop trust among team members by being open, honest, and transparent in your communication.
- Communicate effectively: Practice active listening and clear communication to ensure that everyone is on the same page.
- Be open-minded: Be open to the ideas and opinions of others, even if they differ from yours.
- Assign roles: Assign clear roles and responsibilities to team members to ensure that everyone is contributing to the team's success.
- Work towards common goals: Focus on shared goals and objectives to ensure that everyone is working together towards the same vision.
- Provide feedback: Provide constructive feedback to team members to help them improve their performance and contribute more effectively to the team.

Check for understanding by asking students to share a key takeaway or personal goal as a result of attending the seminar.

🗣 *In conclusion, teamwork is an essential skill that is highly valued in the workplace. Developing teamwork skills takes practice, but the benefits are numerous. By becoming an effective team member, you can improve your*

productivity, creativity, problem-solving, job satisfaction, and communication skills. I hope that this presentation has provided you with valuable insights on teamwork and you are ready to start developing your teamwork skills.

Activity: Win As Much As You Can

Goals
- Engage students in a conversation about unhealthy competition or conflict
- Explore the interrelated nature of personal and group values
- Consider how individuals contribute to or detract from the collaborative environment of the University

Room Set-up
- Using a flipchart or projector, set up the scoring details and a blank scoring card visible to all participants.
- Print four copies of the scoring details and scoring card as well as a writing instrument.
- Print four copies of the voting placards.
- Arrange tables and/or chairs to accommodate four teams.

Instructions
As the facilitator, it will be important that you read through the program and have an idea of what's to come in advance of beginning the activity. Throughout the program, encourage fun. Spur on the competition; remind the participants to win as much as they can.

Begin by introducing the activity.

> 🗣*Today, we're going to play a game. The goal of the game is to win as much as you can! Who thinks they are going to be on the winning team?*

Divide the group of participants into four teams, each in a different section of the room. Offer each group a copy of the scoring card, and share the rules of the game.

> 🗣*Tonight's game will ask that, as a team, you select BraveHawk or Old Main to earn points each round. A total of 10 rounds will be held. Depending on your team's selection and the selection of other teams, points will be awarded per the scoring card. For this game, there are only three rules you have to abide by:*
> 1. *You may not communicate with any of the members of a team other than yours unless you are given specific permission to do so. This means no talking to another group or otherwise communicating.*
> 2. *Each group must agree upon a single choice for each round.*
> 3. *You may not reveal your group's choice until I tell you to do so.*
> *There are 10 rounds in this exercise. During each round, you and your group will have one minute to mark your choice for the round. Remember, no talking between groups.*

Check for understanding before moving on to gameplay. Sometimes it is helpful to conduct a practice round so that students feel confident in their understanding.

> 🗣*We'll begin with Round 1. Please mark your choice–Brave Hawk or Old Main–for Round 1. You have one minute, and remember, no talking between groups.*

After a lapse of one minute, ensure each group has recorded their answers on their copy of the scoreboard. Have each group share their decision one at a time to help build suspense. Record the scores on the large scoreboard at the front of the room.

> 🥊*Does anyone have questions? Remember, the purpose of this game is to win as much as you can!*

Rounds 2, 3, and 4 are conducted in the same manner. Be sure you rotate the order in which the group shares their scores. Round 5 is a bonus round.

> 🥊*During Round 5, your scores will be worth three times as many points. Since this round is worth extra points, each team may send a representative to the center of the room to speak with the other teams for three minutes regarding the decision. The representative then must return to their team, and the team will once again be given one minute to make a selection.*

Share scores and record as in previous rounds. Continue gameplay in accordance with the instructions. Rounds 6, 7, and 9 are conducted like Rounds 1-4.

Round 8 is conducted as a bonus round with a multiplier of five. Round 10 is conducted as a bonus round with a multiplier of 10. Once gameplay has concluded, tally the scores.

Discussion
Help the group process the activity using the sample questions below:
- What are your reactions to this game?
- What role did competition play in your team's decision-making?
- What about the bonus rounds? Did you experience much collaboration?
- It is possible for all teams to score 100 points if all four teams choose Old Main.
  - Do you feel your team was successful? Why or why not?
  - What was the goal of the activity? (Win as much as you can.)
  - Who is the "you" in "win as much as you can"--your small groups or the larger team?
- How does this relate to other group situations?
- Do we ever, in the spirit of competition or pride, choose BraveHawk over Old Main?

Throughout the discussion, look for opportunities to raise the following points:
- The relationship between personal and shared groups
- The effects of competition and collaboration
- The concepts of lose-lose, win-lose, and win-win

This activity was adapted from Pi Beta Phi.

Scoring Details Worksheet

| Earning Points |
|---|
| 1 BraveHawk and 3 Old Mains = BraveHawk Wins 3 points, Old Mains lose 1 point |
| 2 BraveHawks and 2 Old Mains = BraveHawks wins 2 points, Old Mains lose 2 points |
| 3 BraveHawks and 1 Old Main = BraveHawks win 1 point, Old Main loses 3 points |
| 4 BraveHawks = BraveHawks lose 1 point |
| 4 Old Mains = Old Mains win 1 point |

Scoring Card				
Round	Team A	Team B	Team C	Team D
1				
2				
3				
4				
5	x3	x3	x3	x3
6				
7				
8	x5	x5	x5	x5
9				
10	x10	x10	x10	x10
Total Score				
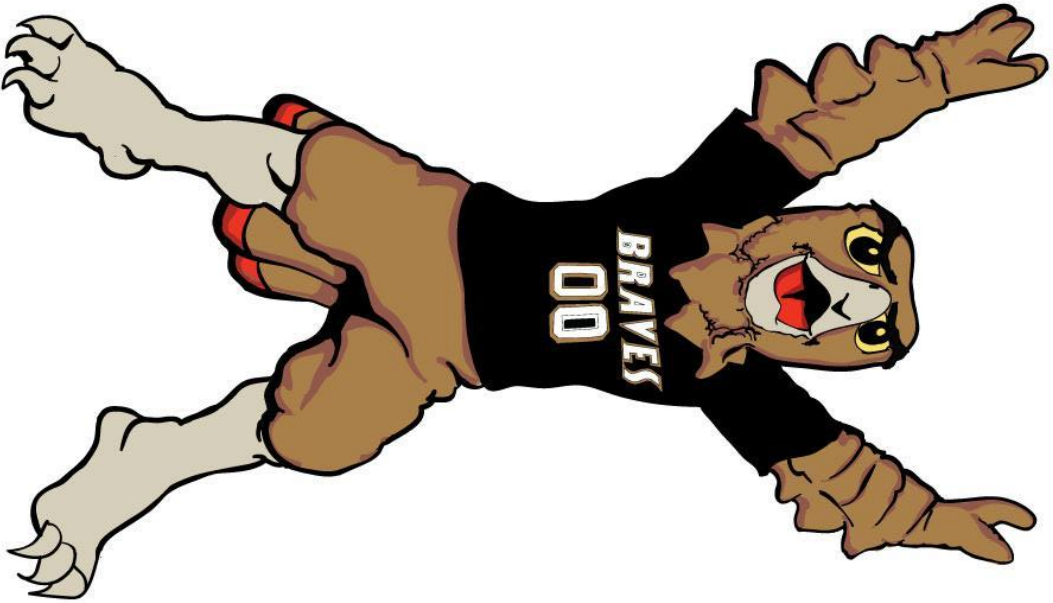
Lifelong Learning

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Additional Resources
- Video: [How to Turn a Group of Strangers into a Team](#)
- Video: [How to Build and Rebuild Trust](#)
- Video: [Forget the Pecking Order at Work](#)
- Activity: [50 Awesome Team Building Activities for Work](#)
- Article: [The Importance of Teamwork as Proven by Science](#)

Reflection Questions
- Think about the best group project you've worked on. What was your role, and why were you successful? How can you replicate that success on future team projects?
- What teams are you currently a part of? How will these experiences help you develop your teamwork skills?
- Why do you think employers value teamwork skills? How can you demonstrate those skills to potential employers?
- Imagine you're asked to complete an assignment with a colleague who works differently than you. How can you work together effectively despite your differences?

Technology & Resources

Technology & Resources Defined

Technology & Resources means to understand and leverage technologies ethically to enhance efficiencies, complete tasks, and accomplish goals.

Sample Behaviors

Students who are proficient in this competency will be able to:

- Navigate change and be open to learning new technologies.
- Use technology to improve efficiency and productivity of their work.
- Identify appropriate technology for completing specific tasks.
- Manage technology to integrate information to support relevant, effective, and timely decision-making.
- Quickly adapt to new or unfamiliar technologies.
- Manipulate information, construct ideas, and use technology to achieve strategic goals.

Learning Rubric

Competency	Mastering - 4	Achieving - 3	Developing - 2	Beginning - 1
Technology & Resources	Displays MOST of the sample behaviors associated with this competency.	Displays MANY of the sample behaviors associated with this competency.	Displays SOME of the sample behaviors associated with this competency.	Displays NONE of the sample behaviors associated with this competency.

Technology Training Opportunities

Understanding the technology and other resources available helps students work more efficiently and effectively during time on task. They are also better able to access resources when in need or refer a peer. Build in opportunities for students to explore technology and other resources throughout your training schedule. Consider training for the following tasks.

For this module, you are also encouraged to schedule a time for campus experts to join you during your training to provide additional learning opportunities related to technology specific to student employee job duties. Below are several resources across campus that may be helpful as you design your training schedule.

- BraveConnect
  Training provided by Campus Engagement & Leadership
- EAB Navigate
  Training provided by the Center for Student Success
- Facility Reservation System
  Training provided by the Manager for Special Events
- Handshake and other Professional Development Resources
  Training provided by the Career Center
- Library and Research Resources
  Training provided by the Mary Livermore Library
- Technology Resources
  Training provided by the Division of Information Technology
- UNCPServe
  Training provided by Community & Civic Engagement