3 Dartmouth Leadership Attitudes and Behaviors (D-LAB)

A highly developed values system is like a compass. It serves as a guide to point you in the right direction when you are lost.

—Idowu Koyenikan

In creating the continuum of Rockefeller leadership programs, we set as our priority ensuring that first-year students would learn and practice the art of civil discourse and value clarification. Today, this art has proved to be indispensable in the face of the heated debate that has replaced civil conversation. Partisanship and miscommunication flourish in this state of divisive discord. To address this need, we developed the Dartmouth Leadership Attitudes and Behaviors Program (D-LAB). Although this has been developed for students in the first year of their undergraduate experience, the content is applicable to all fields.

Program Goal

D-LAB is a six-week program for first-year undergraduates. In small-group discussions led by upper-class student facilitators, the program aims to assist participants to explore their values in the context of leadership and community. Together they identify their individual values, understand their place in the community, and tie their realizations to the College's mission. D-LAB also provides these participants with a space to practice having difficult conversations early in their careers.

Program Prerequisites

Offered as a campus-wide program in collaboration with the Office of Student Life and the Office of Residential Life, this program is a prerequisite for those hoping to meet all requirements to qualify for the Rockefeller Center's First-Year Fellows (FYF) Program, which is described in Chapter 4. Because of this, many of the students who participate in D-LAB are interested in FYF, and a subset of 20–25 of these students are selected to participate in it.

D-LAB is also open to all first-year students on campus. The collaboration between the Office of Student Life and the Office of Residential Life came about because both partners believed in the value of the FYF program and pooled their resources to expand campus reach. Professional staff from

both departments work closely with student assistants and student facilitators to plan and implement the program. Planning takes place over the six-month period leading up to the D-LAB start date.

This program is unique because all group discussions for the first-year students are facilitated by students who are in their second, third, and final year of their undergraduate experience.

Program Participation

As a young program that aims to have an outreach campus-wide, D-LAB attracts a range of students across campus. Each first-year student has different interests; our program is designed to help students build community and meet others they would not have otherwise met during their first winter on campus. Because of the experimental nature of this program, its specifics have varied over time. For instance, the number of sessions offered has changed since 2015, as have the corresponding number of sessions required to complete the program.

As seen in Figure 3.1, the number of students who have signed up for D-LAB has increased significantly over the past five years. However, the number of students who have completed the program each year has remained largely consistent. This is because a lower percentage of participants completed the program in more recent years. Attrition in the program has been a challenge, and the next few years will be devoted to developing strategies to mitigate attrition.

Figure 3.1

D-LAB Participant and Completion Data 2015–2020
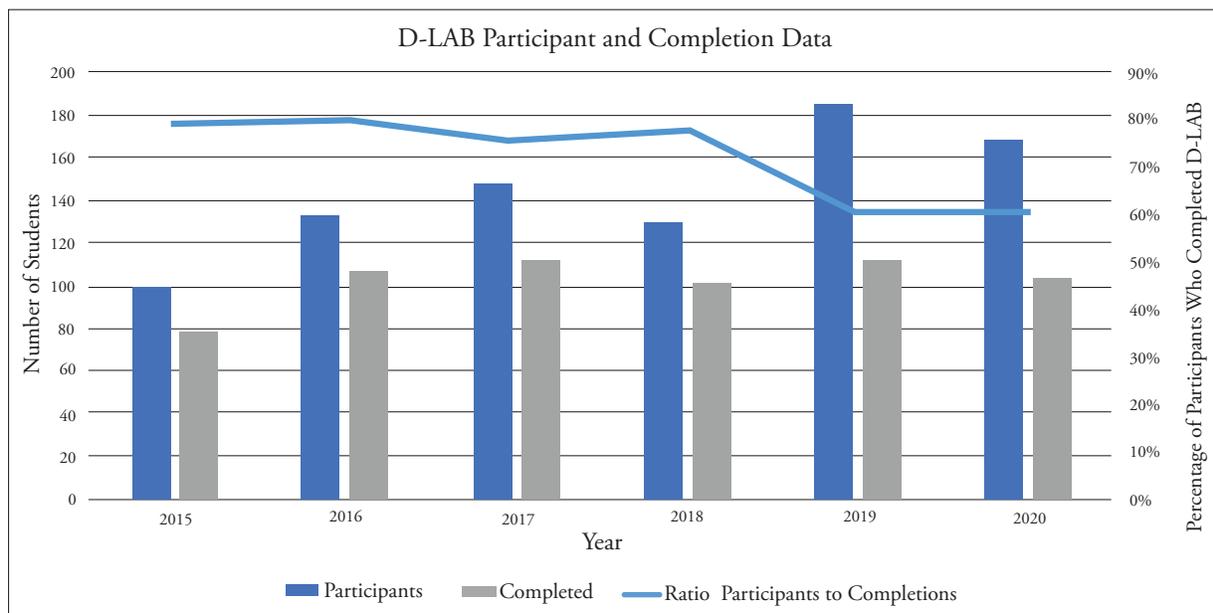
Key Program Elements

- ➢ Small group discussions led by trained student facilitators
- ➢ Informal physical spaces that are conducive to frank and collegial conversations
- ➢ The establishment of collaborative partnerships with other parts of the institution
- ➢ The opportunity to explore personal and professional development

Program Description

D-LAB began in the winter of 2014 and, since then, has hosted 699 participants. It has been led by 184 upper-class student facilitators. The program has grown since its inception, and adjustments in budget, staff capacity, and student input have been made to accommodate this growth. To assess and evaluate the program, a series of reflections and surveys are distributed throughout its six-week duration.

The connection of first-year students to their upper-class peers helps to build community between class years while encouraging an open and honest dialogue on values, working with others, and the principle of community. The Rockefeller Center, Office of Student Life, and the Office of Residential Life decided to train upper-class students to facilitate these discussions because we found that participants are often intimidated by the perceived "authority" of a professional staff member. Trained peer leaders help them feel comfortable about expressing their opinions and practicing civility when there are differing views. To enhance the participant experience, these discussion groups meet in various student community spaces across campus. These are areas familiar to the participants and help them to feel comfortable when engaging with their peers. These upper-class student facilitators are recruited from all areas across campus. Some are D-LAB alumni; others join because they are interested not only in the program but also in making the campus a better place.

Key Leadership Competencies

D-LAB focuses on collaboration, effective communication, effective reasoning, self-knowledge, principled action, and building an intercultural mindset.

Possible Adaptations

In addition to higher education, this program can be applicable to nonprofit organizations, for-profit organizations, government institutions, and anyone working within communities. It is also applicable for K-12 audiences. Managing oneself as a leader or a follower is common to all these institutions. Some ideas to adapt this program are as follows:

- ➢ Identify your audience and their needs. Research what is known or not known about these needs.
- ➢ Use the Eight Pillars of Program Design to develop your concept.
- ➢ Make sure the content you cover matches the experience and maturity level of your audience.
- ➢ Develop activities for individual and group reflections.
- ➢ Select facilitators well versed in value clarification, discussions related to self-awareness, congruence of values with behaviors, and community building and empowerment.

Session 3.1 Leadership from Within—Character (Part I)

Session Description

In this session, participants will work together in their discussion groups to complete the Mission to Mars Activity and present their results. Participants will engage in discussion to analyze how what they chose to "bring to Mars" can be reflective of what they value. Participants will discuss how they see themselves versus how others might see them and explore the importance of diverse personalities in a group setting.

Learning Objectives

Participants will do the following:
- Name three of their important personal values
- Explore three or more factors that influence their values and personality
- Identify at least three attributes of their core identity and three attributes of their social identity

Leadership Competencies Addressed

Collaboration
- Encourages, supports and recognizes the contributions of others

Intercultural Mindset
- Contextualizes social identities and experiences

Effective Reasoning
- Develops personal reflective practice

Self-Knowledge
- Shows self-respect and respect for others

Key Concepts and Definitions

Self-awareness   Conscious knowledge of one's own character, feelings, motives, and desires.

Identity   The descriptive characteristics, qualities, and abilities that people use to define themselves.

Required Materials

- Participant Folder, including program schedule and weekly agenda
- Handout 3.1.1 D-LAB Values List
- Handout 3.1.2 "Where I'm From" Poem Activity, with George Ella's poem as an example: http://www.smithsonianeducation.org/educators/professional_development/workshops/writing/george_ella_lyon.pdf. Retrieved on Nov. 14, 2020.
- Mission to Mars Activity instructions and set of photos

- Individual writing utensils
- Group chart paper and markers

Session Outline

Session duration: 2 hours

Time Required		Description
20 minutes	Introduction	As participants enter, give them their folder with their name and their assigned discussion group number on it and direct them to locate and mingle within their discussion groups. Introduce the program. Briefly discuss the value of participants' involvement in the program. Ask them to consider what they intend to get out of the program and how they will hold themselves accountable to this goal. Remind participants that "what is said here stays here," and "what is learned here leaves here." Emphasize that all participants must respect confidentiality. Direct facilitators and participants within each discussion group to introduce themselves and mention what areas of campus they each represent.
35 minutes	Activity 1	In participants' folders is a handout with instructions for the Mission to Mars Activity. Ask them to read the following prompt on it:
		You and your team have been selected as members of the very first general settlement on Mars. NASA has constructed the basic infrastructure and has provided the essentials for survival on the red planet. Now you as a group need to consider what is important as you build a functioning society. As a group, choose five photos from among those provided to represent the foundations of the society you would like to establish on Mars. Why are these helpful or even critical for establishing a society on Mars? Adequate shelter, water, basic food, and any necessary medical supplies are already provided.
		Instruct each group to take a few minutes to silently look through all the photos and write or take notes before discussing as a group. Give them approximately 15–20 minutes to discuss and reach a decision on the five photos. The photos are purposely ambiguous, and each group will need to determine what they represent. They are allowed only five photos per

Time Required		Description
		team, not per person. In the large group, guide participants through the following discussion questions and ask participants to share out. Ask the following:
		What was that experience like? What made the activity difficult? Why did you select the photos you did? How did you decide what each photo is about? What do the photos you chose reveal about what your new society might value? Were those values rooted in values of your existing community/culture? How did you do as a group adhering to the expectations and standards we just set before this?
		Seek a few volunteer groups to present their Mission to Mars choices.
45 minutes	Activity 2	Introduce George Ella Lyon's poem titled "Where I'm From." Tell participants that they will be writing their own poem, inspired by "Where I'm From," about the people, places, and experiences that have shaped them. Ask volunteers to read some examples. Give each participant at least 10 minutes to work on their poems. Once everyone has had the opportunity to come to a stopping point (not necessarily completion), ask a few volunteers to share their work within their groups.
		Make sure they know that their poems do not have to be complete, and that they can share as much or as little (including not at all) from their poems. Within each discussion group, have participants discuss the following reflection questions:
		Does anyone want to explain more about something they wrote— provide more context? What places did you think about, what people? What memories from your childhood came back as you reflected? What parts of "where you are from" were easy to identify, and which were more difficult? Why? Are there any parts of "where you are from" that are hard to share with people? When you were writing this, what made you decide to include some things over others? How do you think this piece looks different today than it would have a year ago? How do the things you wrote about shape how you see the world and what you value? How have they shaped your leadership and how you work with others?

Time Required		Description
15 minutes	Framing	Introduce the Bridge Activity, which will bridge today's activities with the next session. In this activity, participants will analyze how personality traits and individual values influence each other. They will each craft a list of their individual values, rank them, and explain why they prioritize some over others. Referring to the values list in their participant folders, ask them to select 10 that are the most important to them and 10 that are the least important.
5 minutes	Conclusion	Rejoin as a large group for a recap of the session activities and the major takeaways of the session. Ask participants to complete the session evaluation using your desired format. Close the session by thanking the participants and facilitators.

Reflection Questions

- How have my experiences and identities shaped my values?
- How does my current context (e.g., first year in college) impact my identities and values?

Supplemental Resources

Avolio, B. J., & Locke, E. E. (2002). Contrasting different philosophies of leader motivation: Altruism versus egoism. *The Leadership Quarterly*, *13*(2), 169–191. https://doi.org/10.1016/S1048-9843(02)00094-2

Urs Bender, P. (1998a). The five steps to leadership. *The Canadian Manager*, *23*(3), 21–22.

Urs Bender, P. (1998b). *Leadership from within* (3rd ed.). Stoddart.

Participant Reflection

Looking back on the D-LAB experience, writing my "I Am From" poem and listening to others read theirs aloud remains one of the most impactful activities from the program. As a freshman in college, it was not only emotional but enlightening to consider the parts of my background that had formed me into who I am, and the sharing portion of the session gave me the chance to better understand my peers and their pasts. As a senior now, I still lead with the knowledge that it's important to show empathy to others as you can never truly know where they are "from."

D-LAB Winter 2018

This session has been formatted and revised for consistency and clarity. The original session in the Dartmouth Leadership Attitudes and Behaviors Program was facilitated by program alumni.

D-LAB Values List

This is the Values List included in the participant folder and referenced throughout D-LAB. Fill in values not listed.

Advancement Getting ahead; ambitious; aspiring to higher levels	**Community** Living where neighbors are close and involved	**Forgiveness** Able to pardon others and let go of hurt
Adventure Seeking excitement; novel or unusual experiences; often with some risk	**Compassion** Showing sympathy to others' distress and a desire to help alleviate it	**Health/Wellness** Maintain and enhance physical, mental or emotional wellbeing
Aesthetic Appreciation of beauty in art, nature, surroundings	**Competence** Being good at what I do; capable	**Helping/Hospitality** Taking care of others; doing what they need; serving others
Appearance Looking good; dressing well; keeping fit	**Courage** Standing up for your beliefs; overcoming fear	**Honesty** Sincere; truthful
Authenticity Genuineness; true to oneself; representing one's true nature	**Creativity** Finding new ways to do things; innovative	**Loyalty** Faithfulness to commitments
Authority/Power Having control/influence over events or people	**Diplomacy** Finding common ground with difficult people and situations; resolving conflict	**Humility** Modest; not prideful or arrogant
Belonging Being connected to and liked by others	**Environment** Respecting the future of the earth	**Independence** Not subject to obligations or control by others
Challenge Testing physical limits, strength, speed, agility, and intellect	**Fairness** Respecting everyone's rights; ensuring equality for all	**Neatness/Order** Tidy; orderly
Collaboration/ Teamwork Cooperating with others toward a common goal	**Friendship** Connection to another by affection or esteem; on-going relationships	**Peace** Seeking harmony; inner harmony, security and order

Communication Open dialogue; exchange of views	**Prosperity** Flourishing; well-off; able to afford what I want	**Perseverance** Pushing through to the end; completing tasks
Personal Growth Continual learning; development of intellectual status, new skills	**Rationality** Consistent, logical, clear reasoning	**Self-Control** Self-disciplined; able to manage one's actions
Play Fun; light-hearted; spontaneous	**Recognition** Getting noticed for efforts	**Spiritual Growth** Relationship to higher purpose; divine being
Intimacy Deep emotional, spiritual connection	**Respect** Demonstrating consideration; regarding with honor	**Tradition** Respecting the way things have always been done
Personal Knowledge Seeking intellectual enjoyment; new ideas, truth	**Stability** Security	**Self-Acceptance** Tolerance; self-respect

"Where I'm From" Poem Activity

Often, the values that inform our leadership are informed by our experiences and histories. Loosely following the idea of George Ella Lyon's poem "Where I'm From," take the next 10–15 minutes to write a short piece rooted in the people, places, experiences and memories that have shaped who you are. This will only be a start to get you thinking—you will have the opportunity, but not the obligation to share at the end of this time.

Use the following categories to list specific details related to you. The key is making this as specific and personal as possible. Use nicknames or words that only you or your family use. Don't worry about readers not knowing what you're talking about.

CONSIDER:

- Parent's names and significant relatives
- Special foods or meals
- Family-specific games or activities
- Nostalgic songs
- Stories, novels or poetry that you'll never forget
- Phrases that were repeated often
- The best things that you were told
- The worst things that you have been told

- Ordinary household items
- Family traditions, traits, and tendencies
- Religious symbols or experiences
- Stories about a specific family member that influenced you
- Accidents or traumatic experiences
- Losses and joys
- Location of memories, pictures, or mementos

Select from your lists the items you want to include in your poem. You do not have to include everything that you listed, and you can always add more categories or items to include in your poem. You can stick to or break from the format of the original in whatever way you wish. To help get you started if you are feeling some writer's block, you will find a "mad libs" style template in your folder.

Session 3.2 Leadership From Within— Character (Part II)

Session Description

In this session, participants will work within their small groups to challenge their understanding of how values can be "lived" through actions, behaviors, and experiences. Participants will evaluate how their schedules reflect their values and connect their actions to who they are. Participants will engage in a discussion about the nature of integrity and how they uphold integrity.

Learning Objectives

Participants will do the following:
- Identify their top 10 core values
- Assess how their values translate into behavior through three real-life examples
- Identify three ways to uphold their values authentically in everyday life

Leadership Competencies Addressed

Effective Reasoning
- Develops personal reflective practice.

Effective Communication
- Exhibits effective listening skills

Self-Knowledge
- Continually explores and examines values and views

Principled Action
- Demonstrates congruence between actions and values

Key Concepts and Definitions

Authenticity   Being authentic means that you act in ways that show your true self and how you feel. Rather than showing people only a particular side of yourself, you express your whole self genuinely. That means to succeed in being authentic, you first must know who your true self is.

Congruency   The dictionary definition of congruence is "identical in form; in agreement or harmony." When one lives with congruency, their actions coincide with their thoughts, values, and beliefs.

Integrity   "Living with integrity means: not settling for less than what you know you deserve in your relationships, asking for what you want and need from others, speaking your truth, even though it might create conflict or tension, behaving in ways that are in harmony with your personal values, making choices based on what you believe, and not what others believe."
— Barbara De Angelis[1]

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[1] De Angelis, B. (2006). *How did I get here?: Finding your way to renewed hope and happiness when life and love take unexpected turns* (1st ed.). Griffin.

Required Materials

- Handout 3.2.1 Integrity Scenarios (2 copies per group)
- Goal Setting Frameworks Sheet (1 copy per participant)
- Loose leaf paper for schedule activity (enough for each participant)

Session Outline

Session duration: 2 hours

Time Required		Description
15 minutes	Introduction	As participants enter, direct them to their facilitation groups and allow them to mingle until everyone arrives. Within their groups, facilitators ask their participants to share one of their role models and describe their core values.
15 minutes	Framing	Based on the Bridge Activity from the previous session, ask participants to share their top three individual values with a neighbor, arranged in order of importance. Have facilitators ask the following questions of their participants: *As you are comfortable, share your thoughts on why you selected the values you did, keeping in mind that your partner may have a very different list. What people or experiences have shaped your lists? Were there some items that were easier to select than others? Why?*
15 minutes	Discussion	Prompt participants to think about a time when they acted in opposition to their values or failed to live up to them. Provide the following reflection questions: *What are some reasons that you did not live up to your values? Which of your values did you violate? What positive outcome did you stand to gain from your actions? Why is it sometimes hard to live your values?* Review the following key takeaways after some discussion in the groups: Even people from similar backgrounds (e.g., age, race, socioeconomic status) can have very different values. Our values are constantly evolving, and they are shaped by our experiences. We do not always live up to what we value the most in life (e.g., individuals who value honesty might not

Time Required		Description
		always tell the truth). "Living your values" is not automatic, and it is not easy. Individuals must constantly be aware of how small, everyday actions can translate into the composition of their character.
25 minutes	Reflection	Direct participants to write down their entire schedule from the past weekend (Friday, Saturday, and Sunday). Ask them to think about events, activities, and interactions (e.g., study groups, time spent with friends).
		Ask if any of their individual values play a role in their schedule (activities, interactions, etc.) and when. Discuss for 10 minutes.
		Ask if they think about their values every day and why or why not. Discuss for 5 minutes.
		Finally, discuss whether values are context dependent. In their groups, participants should discuss their personal goals and whether their schedules are working toward any of these goals. Ask: *What are the pros and cons to working hard at one thing vs. trying to achieve many things?*
		Discuss the following key takeaways: We have opportunities to live our values every single day. The most last-minute decisions we make on a daily basis all add up to our character and shape our identity as a leader. Therefore, if we can strive to think more critically about every word we say and every action we take, we will have a better chance of living with integrity.
20 minutes	Activity 1	Explain that now facilitation groups will practically think about making decisions that uphold our integrity through a set of relatable scenarios. Group facilitators read one of the "Integrity scenarios" provided on Handout 3.2.1 and try to answer the question: *Is this person acting with integrity?*
		In groups, participants reflect on the following discussion questions: *Discuss the merits of the above scenarios… do you agree with some or all of these parts? What's missing? What's challenging about living with integrity? What if you can't keep your word? How does living with integrity play into our creation of goals? How will you pursue your goals with integrity?*

Time Required		Description
		Review the following key takeaways after the small group discussions: Living with integrity means keeping your word to yourself and to others. Incidents of incongruence don't make you a bad person, rather congruence should be a goal we strive to achieve. What we do about incongruence afterward is more important. Integrity includes being accountable to yourself and others if you can't keep your word.
20 minutes	Activity 2	Explain that goal setting can be an effective step in living more congruently and intentionally. In this activity, participants will set goals for themselves and use a framework to help think through that goal more effectively. In their groups, facilitators will introduce two goal-setting frameworks. First, facilitators challenge participants to set a goal of some sort. It should be something they want to do, accomplish, or grow in—not necessarily change. Once participants have articulated their goals and shared them with a partner, briefly introduce the "SMART goal" framework (refer to Handout 5.1.3 in Chapter 5). Using examples, explain the acronym SMART (specific, measurable, attainable, relevant, and time-bound). Ask participants to rewrite their goals using the SMART framework. In pairs, have participants share how their goal is a SMART goal.
5 minutes	Framing	Introduce the Bridge Activity, which will bridge today's activities with the next session. Ask participants to choose a close friend and set up a time to meet and discuss each other's values. Based on shared experiences, Person A (the participant) will identify the top five values of Person B (the close friend) and vice versa. Then, both should identify and discuss overlap in values and how they complement/supplement one another.
5 minutes	Conclusion	In the large group, recap the session. Ask participants to complete the session evaluation using your desired format. Close the session by thanking the participants and facilitators.

Reflection Questions

- What leads to incongruence between values and behaviors?
- What are our core values?
- What does integrity mean to us?

Supplemental Resources

Kraemer, H. (2011). *The values-based leader* [Video]. Kantola Productions. https://dartmouth. kanopy.com/video/values-based-leader

Lehman, D. W., O'Connor, K., Kovács, B., & Newman, G. E. (2019). Authenticity. *Academy of Management Annals*, *13*(1), 1–42. https://doi.org/10.5465/annals.2017.0047

Stanley, D. (2008). Congruent leadership: Values in action. *Journal of Nursing Management*, *16*(5), 519–524. https://doi.org/10.1111/j.1365-2834.2008.00895.x

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Participant Reflection

Considering each of the "integrity scenarios" really helped me visualize how I could practice integrity in my own life at Dartmouth. Each one was specific and thought provoking, and they all seemed true-to-life—like things a real college student would encounter. It was also valuable to be able to discuss the scenarios with my peers, as we were able to bring diverse perspectives into the conversation and weigh different values that were at play in each situation. At times, I feel like throwing words like "integrity" around can lead to vague conversations and limited understanding. Putting the concept into concrete terms made it seem like something I could see myself practicing.

D-LAB Winter 2018

Integrity Scenarios

Scenario A. After the Activities Fair in the fall term, Alex is excited about jumping into extracurricular life at Dartmouth. Alex has signed up for four clubs, each of which has a weekly meeting and additional time commitments throughout the term. It's a lot of work, but Alex valued being active outside of the classroom in high school and wants to maintain this track record in college. However, once week five rolls around and midterms begin, Alex begins to realize that these commitments aren't sustainable. With his grades suffering, Alex doesn't know what to do. Alex wants to maintain these commitments, but he knows that academics should be the priority. In the end, Alex officially resigns from one of the clubs and just stops showing up to another. This allows Alex more time to focus on his academic work, and he receives decent grades for the term.

Scenario B. Sally and her roommate, Liz, are getting ready to go out when Ellen stops by their dorm room. After chatting with them, Sally and Liz convince Ellen to go out to the frats [or some commonly visited social space] with them, though Ellen had been planning on spending her Friday night studying for her MATH11 exam on Monday. Fast forward to a few hours later, when Ellen seems to have lost track of Sally, and Liz has passed out from drinking. Ellen is worried about Liz and thinks she should call for someone who can help; she goes to find an upperclassman to help, leaving Liz alone in a bedroom. When Ellen comes back, Sally is there and is trying to get Liz to walk downstairs; Liz can barely stand or open her eyes. Sally is adamant that Ellen shouldn't call for medical professionals to take care of Liz and becomes angry that Ellen would try and save *her* friend, who isn't even that good of friends with Ellen. Liz still isn't really conscious, and this worries Ellen, but she knows that Sally knows Liz relatively well and doesn't want to interfere. Ellen bites her lip and ends up leaving Sally and Liz to go home and sleep. The next morning, Ellen texts Sally if she wants to get coffee; Sally responds saying that she's in the emergency room with Liz after Liz had woken up with a broken ankle after drunkenly falling down some stairs.

Scenario C. Tim had a hard time making friends when he started at Dartmouth his freshman fall. This term, he starts hanging out with a new group of friends. He enjoys having people to hang out with, but sometimes he feels like they drink and go out more than he would want to. Tim's friend Paul has been invited to party at an upperclassmen's fraternity on Wednesday and is bringing along their whole friend-group. Tim is excited to go, but he has an important chemistry midterm the next day. He wants to maintain his new friendships and meet new people, but he's worried that his academic performance might suffer. He decides that he'll go out for a little bit before going home to study. At the party, he drinks a few more beers than he was planning, but he still leaves by 11 pm to go to his room to study; he feels guilty leaving when Paul gives him a hard time about heading out, but he wants to stick to his plan to study. Back in his dorm, Tim feels kind of lousy and decides to wake up early to study. The next morning, Tim wakes up, feeling worse than the night before, but tries to study anyway. Midway through the exam, Tim has to leave and throw up in the bathroom. He finishes the exam, but a week later receives his worst grade yet since arriving at Dartmouth.

Scenario D. Laura entered Dartmouth confident that she wanted to become a doctor and major in chemistry. But, after her first term of chemistry classes, and 10 years of pre-med ambitions, she finds herself uninspired and bored. Laura really likes her fall term professors and teaching

assistants (TAs), but for some reason chemistry is not making her feel excited the way she thought it was going to during orientation. She thinks she wants to explore some other academic departments, but her parents keep telling her friends and family how proud they are of Laura for pursuing a medical degree; she keeps getting emails from relatives and her parents' friends congratulating her on pursuing her studies at Dartmouth. Laura wonders if her parents would be as proud of her if she took a geography course instead of the next chemistry sequence course next term. During course election, she initially signs up for the geography course and leaves out the chemistry course, but before course election is due, she switches back to chemistry. Over winter break, she talks herself into being excited about chemistry again, and she loves telling her parents about how interesting her classes and professors are. But when she's back at Dartmouth, Laura finds herself bored and feeling apathetic towards her chemistry classes. She doesn't know how to tell her parents that she doesn't like chemistry anymore, so she suffers through it. She starts feeling anxious and has trouble sleeping; her grades start slipping, which heightens both the anxiety and the insomnia. After pulling her grades up by the end of the term, her parents reiterate how proud they are of her over spring break. She signs up for the next chemistry requirement for the spring term.

Scenario E. Amber is inviting some of her friends to go out to dinner for her upcoming birthday. She has been planning this for weeks, and has worked hard to find a date that works for all of her friend group. One of her invited friends, Liam, cannot afford to eat off-campus. Liam is not very open about his financial situation, and Amber is not among those in the know. Elizabeth wonders if she should say something to Amber, because she would likely change her plans if she knew that the dinner would be hard for Liam to afford. On the other hand, Elizabeth is worried that she would violate Liam's trust by sharing information about his financial situation. She ends up saying to Amber that she thinks they should switch the birthday plan to an on-campus get-together to be more financially inclusive; she offers to get a special treat from the café with the extra money left on her meal plan. Amber says that's fine but wants to know if there's someone in particular that she should know about to prevent being financially exclusive in the future. Seeing her motives as nothing but kind, Elizabeth discloses Liam's name. Somehow, ostensibly through Amber, this disclosure gets back to Liam. He sends Elizabeth an emotional and harsh text saying that she broke his trust and violated his privacy. Liam goes to Amber's birthday celebration, but Elizabeth notices that he starts to pull back from the group, avoiding their friends more frequently, particularly Elizabeth.

Scenario F. It's 2:30 a.m. in a campus cafe and Max is finishing studying for a midterm exam that he'll take in nine hours. As he's getting ready to head out, he sees a friend of a friend, Olivia, quietly crying at the end of one of the tables as she appears to be working on a paper. Max doesn't know Olivia well, but he saw on Facebook that her father recently passed away. He really wants to get some rest before his exam tomorrow, which he's heard is notoriously difficult, but he feels like he should say something, though he doesn't know what he could say to help. He ends up going to bed without talking to Olivia; he has a big day the next day and doesn't think she would appreciate him saying something anyway.

Scenario G. Louisa has been friends with Sam since Orientation Week, and he made her transition to Dartmouth so much easier when she was overwhelmed and homesick. Now, a term in, Louisa feels a lot more comfortable meeting new people and figuring out what she wants to do at

Dartmouth. However, as she becomes more excited to meet new people, Sam seems more reserved and reluctant to branch out socially. He keeps inviting himself to plans that Louisa made with other people, even when she is trying to be more independent. She feels like he's continuing to rely on her when she's actively trying to make new relationships and expand her friendships. She of course values her friendship with Sam, but she also wants to make new friends. Louisa feels like she should talk to Sam in person, but she is anxious about having that hard conversation. She settles for a lengthy text in which she details why she feels a bit smothered by his friendship while emphasizing how much she values their relationship. Sam doesn't respond until the next day, at which point he replies tersely that he will try to stop getting in the way of her budding social life. Louisa apologizes profusely, still over text, but Sam stops responding. She ends up developing a new friendship with some folks from her art history class, but whenever she sees Sam around campus, she has a sinking feeling in her stomach.

Scenario H. When Hannah gets out of class, she sees that her friend Lauren texted her multiple times to ask if Hannah can come by her room because she's not feeling well. When Hannah goes to check on her, Lauren has clearly been crying but doesn't want to talk about why she's upset. It's been like this for weeks, if not months. Hannah has tried to gently suggest that Lauren talk to someone at the Student Wellness Center, the counseling office, or even talk to an upperclassmen mentor, but Lauren resists and argues that Hannah is the only person she trusts. Hannah wants to help Lauren, but she's also worried about how being there for Lauren affects her own well-being, academics, and mental health. Hannah doesn't want anything to happen to Lauren, so she starts spending more time with Lauren to try to support her. After spending most of the day being essentially on-call for Lauren, Hannah stays up late to finish her homework and averages about 30 hours of sleep per week. By the end of the term, Hannah's grades have slipped; she hasn't seen friends other than Lauren in weeks; and her parents worry that she's too exhausted when Hannah comes home from school for spring break.

Scenario I. After three full weekends of going out in the frats, Mikayla thought she'd feel less lonely. She thought that she would make the group of friends she always dreamed of having in college, but she somehow feels more alone. She doesn't like how everything smells like beer and how the drunkest people yell over one another so that they are also the loudest, but she doesn't know where else to go to make friends or to be social. Dartmouth students rave about the frat scene, and Webster Ave seems to be the place to be on the weekends, but Mikayla feels like she'd rather be anywhere else. One night, as she's getting ready to go out, she sees some of her floormates playing Risk in their common room. She pokes her head in and shyly asks if she can join, to which they reply, "Sure!" Some other floormates come by to try and persuade Mikayla to join them at the frats, but she says she'll stay here for the time being but might meet up with them later. A few hours later, Mikayla's still there, hanging out in the common room with her floormates. This is the happiest she's been at Dartmouth since she's arrived.

Session 3.3 Leadership with Others

Session Description

In this session, participants will discuss how their values interact with the values of individuals in their immediate communities. Participants will analyze real-world scenarios in which values came into conflict to reflect on the dissonance that lies at the core of ethical dilemmas. Participants will frame their conversations in the language of "intent" and "impact" to clarify these conflicts and their own reactions.

Learning Objectives

Participants will do the following:
- Analyze the impact of their interactions with others through reflecting on past experiences
- Define the relationship between intent and impact
- Identify two ways to apply an understanding of intent and impact to experiences in their everyday lives

Leadership Competencies Addressed

Effective Reasoning
- Develops personal reflective practice

Effective Communication
- Acknowledges and appropriately communicates in situations with divergent opinions and values

Self-Knowledge
- Continually explores and examines values and views

Principled Action
- Demonstrates congruence between actions and values
- Bases actions on thoughtful consideration of their impact and consequences

Key Concepts and Definitions

Intent/Impact   One's intent does not always match the impact of their actions. Whether or not you intend the consequences of your actions to be a certain way, you must always take responsibility for their impact. This is because the values that inform one's actions are unique to their experience and will often differ from the experiences and values of others.

Action/Reaction   Like intent/impact, the actions of one can affect the reactions of others in unpredictable ways. If you are the sum total of your reactions, then your actions will reflect the way you see and respond to the world. It is important to be aware of the factors that may influence one's actions. This knowledge will help one to control their reactions and consider their response more thoughtfully.

Required Materials

• Selected scenarios relevant to the context of the participants (i.e., first-year college students)

Session Outline

Session duration: 1 hour 50 minutes

Time Required		Description
10 minutes	Introduction	In their discussion groups, group facilitators give an overview of the session outline and review or set any ground rules for participating, as necessary.
20 minutes	Framing	In their groups, participants discuss these reflection questions based on last session's Bridge Activity: *What was it like to have someone else identify what they thought you valued? Where were they right? Where were they wrong? What actions, behaviors, or insights shaped their selection of your values? Did you share values? How did/didn't your values complement each other?* In the large group, review the following key takeaways: The values we believe we have might be different from the values others believe we have. Our actions might not always reflect our espoused values. We can appreciate the differences in our values, and we can also acknowledge the tensions that can arise when members of an immediate community do not share the same values.
15 minutes	Discussion	Use the following questions to guide a discussion on immediate community: *How do our friends in various stages in our life (e.g., high school, college, workplace) differ, and how does this impact us? How do our friends reflect on us, and how do they shape our values, opinions and actions? How would you describe how you fit in during this current stage of your life?* Read the prompting quote: *"You are the average of the five people you spend the most time with"* (attributed to motivational speaker, Jim Rohn). You may also wish to provide the quote on a piece of paper in each participant's folder. Discuss whether participants agree or disagree and why. Discuss if, how, and why we act differently with different people.

Time Required		Description
		Review the following key takeaways: Our values and behaviors are often shaped by those around us. Going to new places and surrounding ourselves with new people often calls our own identity into question. In adjusting to a new community, we might feel pressure to minimize our own values to fit into a perceived norm.
20 minutes	Activity	Each facilitator will have selected a few scenarios prior to the session to discuss with their group. Participants will evaluate scenarios of conflict relevant to their first year and new college environment (e.g., roommate conflicts, social pressure, group projects). Provide discussion questions for each individual scenario.
		Review the following key takeaways: In difficult ethical situations, often it is not just our values conflicting with another's values, but several of our own values conflicting (e.g., If a friend acts in a way you disagree with, you might feel conflicted between acting on your value of integrity to call out the friend, and acting on the value of friendship to prioritize the relationship you have with this person). It is easy to talk about our values in isolation, but living our values may become much more complicated when we must navigate the many complex communities we are a part of. Sometimes, our core values do not align with our behavior, but this does not make us bad people because congruity is something we strive for.
30 minutes	Discussion	Each group will define intent/impact, action/reaction for themselves. Facilitators can use the following guiding questions to develop the conversation: *In scenarios of misunderstanding, hurt or harm, does intent matter? Does positive intent absolve a negative impact? Even if you had positive intent, should you still rectify the harm? How can our behavior affect others? How might others perceive our behavior differently from how we perceive it?*
		Facilitators should ask participants to draw on relevant examples of conflicts that reflect clashes in values or misunderstandings and consider whether they were related to a dichotomy of intent/impact. Ask: *What were the actions, perceptions and/or misperceptions that led to that conflict? How did people react to negative consequences? Where does fault lie? What is your opinion as an observer of this situation versus if you were taking part in it?*

Time Required		Description
		In the large group, read the following prompting quote: "*Every man is the sum total of his reactions to experience*" (attributed to writer Hunter S. Thompson). Ask participants what this means, whether they agree or disagree, and why.
		Review the following key takeaways: You can't always control your immediate emotional response to a situation, but you can control how you react and channel that response. We should own our impact, regardless of our intent; part of owning our impact and intent is recognizing that what we do does not always define us. Seek to understand the influence your personal experiences have on your reactions and to understand where someone else's reactions are coming from.
5 minutes	Framing	Introduce the Bridge Activity, which will bridge today's activities with the next session. Read the prompt: *Consider the values you see on display in the current community in which you live and submit three photos representing each of these "lived" values.*
10 minutes	Conclusion	End the session with a summary of how the discussions tied to the objectives of this session. Ask participants to complete the session evaluation using your desired format. Close the session by thanking the participants and facilitators.

Reflection Questions

- How do my experiences and identities influence the way I react to situations?
- How do clashes in values influence the climate we're living in?

Participant Reflection

This session's emphasis on examining my values and the values of those around me has had a profound lasting impression on me. I learned how my surroundings influence me, and how I may influence my surroundings. Even two years later, I distinctly remember the conversation I had with the friend I asked to do my "bridge activity" with. By taking a moment to consider the values that bond me with my friends and my community, I felt more connected than ever to those who mattered most to me.

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Supplemental Resources

Crowley, M. (2020, June 5). *How to build and rebuild trust* (No. 50) [Audio podcast]. http://markccrowley. com/frances-frei-how-to-build-and-rebuild-trust/

Dasborough, M. T., & Ashkanasy, N. M. (2002). Emotion and attribution of intentionality in leader– member relationships. *The Leadership Quarterly*, *13*(5), 615–634. https://doi.org/10.1016/S1048- 9843(02)00147-9

This session has been formatted and revised for consistency and clarity. The original session in the Dartmouth Leadership Attitudes and Behaviors Program was facilitated by program alumni.

Session 3.4 Leadership for Others (Part I)

Session Description

In this session, participants will explore the community and institutional values that influence their experiences in their current life stage (e.g., high school, college, workplace). They will discuss the ways these values interact with their own values and how to navigate differences that may exist. Participants will analyze their institution's values as stated in its mission statement and definition of community and discuss how these stated values relate to the values they observe every day. Students will engage in a discussion about integrity and will broaden previous conversations about how individuals live their values in order to examine how institutions live their values.

Leadership Competencies Addressed

Principled Action
- Identifies and commits to appropriate ethical framework
- Demonstrates personal responsibility
- Appropriately challenges the unethical behavior of individuals or groups

Learning Objectives

Participants will do the following:
- Articulate the values they perceive in their communities
- Assess how their personal values interact with their community as a whole
- Identify at least three ways in which they can help make their community a community of integrity

Key Concepts and Definitions

Integrity Integrity is demonstrated through actions that are in accordance with established values. This is true on the individual and institutional levels. Integrity is a matter of your word—nothing more, nothing less. If you break your word to someone, you are out of integrity. This results in lack of trust and confidence. That further results in loss of credibility. If you are a leader, people will follow you because of your positional authority and not your moral authority. You can always say you are sorry to those you broke your word to and tell them how you will fix the mess you made. Then fix the mess you made! The person who has fixed the mess often ends up regaining trust and credibility. So, try to keep your word—to yourself and to others.

Required Materials

- Photo packet for each facilitation group with its members' submissions from the previous Bridge Activity
- Printouts of Organizational Mission Statement, Core Values Statement, and Definition of Community for any organization of your choice
- Post-its (variety of colors)
- Writing utensils
- Chart paper for each group
- Specific materials for writing activity, if requested

Session Outline

Session duration: 2 hours 10 minutes

Time Required		Description
10 minutes	Introduction	As participants join their facilitation groups, have facilitators distribute to them their photos from last session's Bridge Activity. Share the session agenda and its objectives and thank participants for submitting their photos. Begin with a short discussion about why they have been talking about values in the context of leadership. Review the key messages from the previous three sessions.
50 minutes	Framing	Facilitators will ask participants to lay out all the photos from the Bridge Activity and take notes on their thoughts, interpretations, and reactions. One participant will volunteer to identify one of their three photos. Facilitators will use the following questions to guide discussion: *What did you take a picture of? Why did you choose this? How does it represent your organization's lived values? If you had to assign it a word or brief phrase, what would it be? What else did you consider photographing to represent the same value?*
		After they have explained their photo, ask if there are other participants who took photos to represent the same value or concept. Have them group these photos together. Another participant should go next and select one of their photos that represents a value or idea that has not already been discussed.

Time Required	Description
	Follow the same process as above. Continue until all participants have shared about at least one of their photos. If you reach a point where all remaining photos have already been grouped together, remaining participants should select any one of their photos to discuss. After the photo identification exercise, facilitators will guide a discussion about their reactions to this exercise and how the institutional values come into relation with their own individual values. Participants will answer the following questions: *When you viewed the photos without explanation at the beginning of the exercise, did you interpret them the same way as the photographer? If yes/no, why do you think that is? As you are comfortable, share your thoughts on why you selected the values you did (and potentially, why did you choose to represent it with the photo you did?). What observations or experiences here have shaped your responses? Were there any of the photographs or explanations that surprised you, and why?* *Looking over this full collection of photographs, do you think that it accurately captures the values expressed in your institution? Does it paint too rosy/grim of a picture? Are there ways in which the collage we've created is incomplete or misleading? Does anyone feel like it doesn't reflect their reality in the institution?* Connect back to individual values: *How do these communal values reflect YOUR values…or not? How would a collage representing your personal values look similar or different? How is the community you just described similar to/different from a community that would align with your individual values? What are the challenges you experience in living your values here? How do we navigate differences between these values? How do you see individuals shaping the community's values? Conversely, how do you see this community shaping your/others' individual values? What is the effect of dissonance between your individual values and your community's values? Given this dissonance, what does it mean for you to "live authentically" wherever you are?*

Time Required		Description
		In the large group, review the following key takeaways: Our differing identities and affiliations shape the way we experience our community, and our experiences shape the way we perceive our institution's values. Our individual values may not align with the institutional values we perceive, so we must navigate this tension between our core values and the core values of the larger institutions of which we are a part. Our institution's perceived values influence us as individuals, but we as individuals can also influence the way our institution lives its values. The ways we experience values different from our own may challenge our integrity or the ease with which we live our values.
50 minutes	Discussion	Have participants now examine their institution's Mission Statement, Core Values Statement, and the Definition of Community (or any similar materials in your specific context). Looking at these documents, what would they identify as their institution's primary "espoused" values? In their facilitation groups, participants will discuss these values. Facilitators should choose the format for discussion—pairs, triads, small groups, or full group discussion. It is suggested that facilitators vary strategies for exploring these questions: *What values did you identify as your institution's espoused values? Is there an incongruence between what your institution states as its values and what people experience as the community's values? Who is responsible for that? Who can impact it? How does an institution demonstrate or "live" its values?* Review the following key takeaway in the large group: We as a community should invest in taking responsibility for the incongruence between what the college states that it values and what people experience as the community's values. In their groups, facilitators read the following and discuss: *We talked in our second session about what it means for an individual to act with integrity. What does it mean for a community or institution to act with integrity? How does it relate to espoused vs. experienced values? What makes it hard for an institution to act with integrity? What role do we as members of our community have in helping our institution act in line with its values? What if we disagree with the institution's values? How do we represent this institution and its values to those outside our institution?*

Time Required		Description
		In the large group, review the following key takeaways: Just as individuals struggle to live their values with integrity, so do institutions. We as community members are responsible to help our institution to act in line with its values; we are also responsible to challenge the way our institution lives its values. Reflecting on our own integrity allows us to better connect to the idea of institutional integrity.
10 minutes	Activity	Facilitators read the following writing prompt to their participants: *Over the last few weeks, we've explored our values and how they influence our behaviors and interactions with others. We've explored how our friends and associations shape us, and the impact we can have on them in return. We've talked now about your individual values, as well as our institutional values. What have these activities and conversations provoked for you? How will you demonstrate integrity here? How will you shape our institution's values, and how will you let its values shape you? What action steps can you take to lead and live with integrity and authenticity?* Participants are free to write but are encouraged to use an open-ended form like poetry or drawing to express their ideas. They will discuss their work in pairs.
5 minutes	Framing	Introduce the Bridge Activity, which will bridge today's activities with the next session. Participants will submit problems or issues at their institution or in their community that they have seen or confronted. This would be institutional/community-level problems rather than specific individual incidents.
5 minutes	Conclusion	Ask participants to complete the session evaluation using your desired format. Close the session by thanking the participants and facilitators.

Reflection Questions

- How do community values and individual values interrelate and influence one another?
- What is my role in helping my community live its values?

Participant Reflection

Being able to see pictures taken by my peers of what our community means to them was a privilege. This session allowed me to learn from my peers about how our values can manifest in different ways within the same community or even the same experience. Gaining insight by listening to everybody's stories and learning something new about them that I wouldn't have picked up from simply by looking at their picture was particularly meaningful. Since this session, I've approached situations thinking about how someone with different values might be thinking differently from myself.

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Supplemental Resources

Etzioni, A. (2018). *Law and society in a populist age: Balancing individual rights and the common good.* Bristol University Press. https://doi.org/10.2307/j.ctv56fgtg

Kraemer, H. M. J. (2011). *From values to action: The four principles of values-based leadership.* Jossey-Bass.

Sternbergh, B., & Weitzel, S. (2001). *Setting your development goals: Start with your values.* Center for Creative Leadership.

This session has been formatted and revised for consistency and clarity. The original session in the Dartmouth Leadership Attitudes and Behaviors Program was facilitated by program alumni.

Session 3.5 Leadership for Others (Part II)

Session Description

In this session, participants will discuss community concerns through an exercise of collectively ranking their peers' submissions. They will consider how their identities and experiences connect to the ways they prioritize these concerns and what the resulting implications are for community membership. They will reflect on their own role in shaping the future of these problems through their leadership, attitudes, and behaviors.

Learning Objectives

Participants will do the following:
- Analyze how their perceived top concerns relate to their identities and experiences
- Prioritize personal concerns first, and then community concerns collectively while navigating intersections of identity and experience
- Devise a plan to act as community agents with the power to influence the status quo

Leadership Competencies Addressed

Collaboration
- Acknowledges and listens to different voices when making decisions and taking action

Effective Communication
- Acknowledges and appropriately communicates in situations with divergent opinions and values

Effective Reasoning
- Integrates multiple types of information to effectively solve problems or address issues

Principled Action
- Bases actions on thoughtful consideration of their impact and consequences

Intercultural Mindset
- Understands, communicates with, and respectfully interacts with people across identities

Key Concepts and Definitions

Ranking	We are effectively ranking the realities participants face and should be sensitive to the fact that problems are not abstract but directly related to participants' lives.
Interdependence	These community concerns aren't issues in isolation and therefore addressing one of these concerns is often linked to addressing others.
Intersections of identity	We can acknowledge that different identities and experiences often lead to a different set of priorities when it comes to community concerns;

however, we can still engage respectfully with participants whose priorities are different from our own. We often understand and prioritize only the problems that directly affect us. It is paramount to widen our perspectives to overcome privilege and address all community concerns.

Agency   Addressing these community concerns may seem daunting, yet our interpersonal interactions and our interventions in our smaller communities always have an impact on the larger community. While we can't always control our emotional reactions to these problems, we can be intentional about what we do next through our leadership, attitudes, and behaviors.

Acknowledging   It's possible to love your community and acknowledge that it still has
community   problems. It's also okay to not love it all the time.
imperfections

Required Materials

- List of all submitted community concerns from the previous Bridge Activity printed for each participant

Session Outline

Session duration: 1 hour 55 minutes

Time Required		Description
5 minutes	Introduction	Recap the previous session and highlight key points. Discuss issues that came up that need further clarification.
60 minutes	Framing	In their facilitation groups, give each participant a list of community concerns compiled from participants' submissions from last session's Bridge Activity. Have them brainstorm any additions to the list and individually rank their top 10 perceived problems from most important to least important. Ask participants to share their thoughts in pairs, focusing specifically on their top three problems. Ask how their values intersect with these community concerns. Facilitators now ask their group to reach a consensus after they have rank-identified community concerns based on their importance or perceived severity. Facilitators read the following before beginning the group discussion: *As you engage in this attempt*

Time Required		Description
		to rank these problems, please remember that your peers and group members may feel differently or experience these problems in different ways than you have. We ask that you engage in honest but respectful discussion as you attempt to prioritize these community concerns, but most importantly we ask that you listen to each other with open minds.
		Facilitators decide ahead of time whether they would prefer their group to rank all problems or just the top five. They should consider the sensitive nature of ranking these problems and assess what kind of activity would be most appropriate for their group. This is intentionally designed to be difficult for participants. By the end of this session participants should recognize that their peers may have different but equally valid concerns about community concerns. Offer support to facilitators in preparing for this conversation.
40 minutes	Discussion	Debrief with the following discussion questions: *Reflect on the process of ranking values: Was consensus easy or difficult to achieve? What made this task difficult? Were any concerns you see as primary issues missing from this list? What are the different perspectives surrounding each problem? How do those perspectives arise? What values/conflicts created these problems? Were there differences in problem rankings among different people? What might account for those differences? How did you feel if someone ranked a problem that was important to you as not so important? What is the use of trying to rank these problems? How does this parallel the way we engage with these problems in our actual lives?* *What are possible resolutions to the problems we discussed above? Where does responsibility lie? What do you think is your role in addressing these problems? Sometimes serious issues and concerns can seem insurmountable; can you think of times when small actions created noticeable changes in collective understanding, the environment, or lived experiences? This could be a time when you addressed something or someone else addressed your behavior.* When discussing these questions, make sure to cover the key concepts and definitions.
5 minutes	Framing	Introduce the Bridge Activity, which will bridge today's activities with the next session. Participants will answer the following questions: *From a leadership lens, what matters to me and*

Time Required	Description
	why? What do I want my personal and community experiences to look like? How will it engage with my values? How have these discussions about community problems impacted my goals for my role in my community?
	Participants should also be prepared to comment and reflect on their progress towards the goals they set for themselves in Session 3.2.
5 minutes Conclusion	Remind participants to strive to collaborate with each other on issues, even if it's not what they are most passionate about. Progress for one is progress for all. Urge them to have real conversations about these problems in their communities, to engage with each other respectfully, and recognize their personal agency in shaping the future of these concerns. Ask participants to complete the session evaluation using your desired format. Close the session by thanking the participants and facilitators.

Reflection Questions

- How does my identity expose and protect me from different problems in my community or institution?
- What can I do as an empowered individual to help improve issues in the community?

Supplemental Resources

Battilana, J. (2016). Agency and institutions: The enabling role of individuals' social position. *Organization*. https://doi.org/10.1177/1350508406067008

Plank, K. M. (2019). Intersections of identity and power in educational development. *New Directions for Teaching and Learning, 2019*(159), 85–96. https://doi.org/10.1002/tl.20351

Skillsoft YouTube. (2017, July 7). *Prioritizing tasks to pinpoint your priorities* [Video]. YouTube. https://www.youtube.com/watch?v=Ftf1kMZN-HQ&ab_channel=SkillsoftYouTube

Participant Reflection

This session was the first time that I ever felt comfortable being honest in openly criticizing Dartmouth. I learned that there are ways to both appreciate the opportunity I have in attending this institution while also actively trying to find ways to improve upon its shortfalls at the same time because of our values. It was grounding to learn from my peers about concerns and adversity that they had faced that I had barely given any thought to despite the fact that we share this community and the experiences that come along with it.

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This session has been formatted and revised for consistency and clarity. The original session in the Dartmouth Leadership Attitudes and Behaviors Program was facilitated by program alumni.

Session 3.6 Leadership in Practice

Session Description

In this session, participants shift their focus to next steps. With a deeper sense of self and community, participants will examine a decision about which they may be uncertain. The session will begin with a panel discussion from group facilitators on what they find meaningful in their own organizations and experiences, and the insights that a few years have brought. The rest of the time in the program will be spent with the participants looking introspectively at a decision they are contemplating.

Learning Objectives

Participants will do the following:
- Reflect on a decision or change they have been considering and determine the desire, ability, reasons, and need for this possible change
- Evaluate the opportunities presented in the facilitator panel and determine which ones are applicable to their own lives

Leadership Competencies Addressed

Collaboration
- Encourages, supports, and recognizes the contributions of others

Principled Action
- Demonstrates personal responsibility

Effective Reasoning
- Engages in inquiry, analysis, and follow-through

Management
- Develops and implements a plan for goal attainment

Self-Knowledge
- Seeks opportunities for continued growth

Key Concepts and Definitions

Your place within a community

You can imagine your place within a community in two ways: the way you interact with it and the ways it influences you. This external engagement can look like the activities, organizations, physical spaces, and social interactions you are a part of. On the other hand, one can find their place through a process of self-reflection: reflecting on your personal impact on community and reflecting on the community impact on your personal values and experiences.

Required Materials

- Panelists' tables and chairs set up in a row facing the room
- Handout 3.6.1 Turning Points Activity (printed for each participant)

Session Outline

Session duration: 2 hours 5 minutes

Time Required		Description
5 minutes	Introduction	This session will begin with all participants together, instead of in their facilitation groups. Provide an overview of the program thus far: Participants reflected on their individual values and examined whether these values inform their daily life, engaged their values with their friends and evaluated values in situations of conflict, and navigated their values in the context of their wider community and sought integrity within this context. Introduce the purpose of Session 3.6, thereby linking the effort that participants have put into knowing what is important to them with acting on what's important to them.
40 minutes	Discussion	Turn attention to the facilitator panel. Some of the facilitators will speak about their most meaningful experiences during their time at their institution. Two facilitators will moderate the panel with the discussion questions below: *Describe the activities you are involved in. How do these involvements allow you to impact your community? How have they impacted your sense of community? How did you find your spaces within your organization? How do the spaces you inhabit impact your values? How do your values impact those spaces? Have your values changed at all over your time in your institution? How so? How have the people you spend your time with influenced your values? Have your values been challenged within your institution? How so? What advice would you give to your younger self? Tell us about an unexpected experience you have had in your organization that changed you. Can you tell us about a goal you set for yourself and how you accomplished that goal? Can you tell us about the impact your community has had on your experience? How do you think you've impacted your community? How do you engage with this community?* After the discussion, participants return to their facilitation groups.

Time Required		Description
45 minutes	Activity	Facilitators should divide their groups into groups of four or five participants. Then introduce the Turning Points Activity with the following prompt: *As you go through your time at your institution, there are moments and decisions that will steer your experience in different directions. These turning points are places where you have the ability to choose in which direction you want to go.* *Different parts of this program may have touched on what these turning points could be for you. For instance, we discussed how our lived values may not reflect our lived experience; we touched on the concept of integrity and what it means to live with integrity; and we discussed and explored issues in this community.* *A large goal of this program is to help you be more intentional with the choices you make. In this exercise we are going to explore ideas of how you choose to spend your time. This could be a change you want to make, a practice you want to incorporate, an experience you may want to have, or a transition away from activities you find less fulfilling.* Tell participants to take five minutes to think about what this idea/experience/desire/transition is for them. It needs to be something they are willing to share and discuss, and something that is not necessarily a quick or easy decision. Tell participants that each person will have an opportunity to share their idea. Then the rest of the group will, in turn, each ask a question from Handout 3.6.1 to help the individual reflect. Facilitators hand out one question sheet to each person. The questions are designed to help think through this potential change or shift. The group will need one person to volunteer to go first. To begin, they will introduce the turning point they have been considering and explain its context. The group will listen to their thoughts, and then the person to their right will ask the first question. The group will continue around the circle until all of the questions have been asked. It is okay if one person ends up asking multiple questions.

Time Required		Description
10 minutes	Debrief	In the large group, explain that the questions in the Turning Points Activity were intended to help them think through the desire, ability, reason(s), and need to make this possible change or articulate the next step in their lives. Review the following reflection questions: *How would you have answered these questions differently if this were the first week of the program? In what ways is talking about your own personal circumstances different from looking at others? Think about scenarios, examples shared, issues discussed. How can you apply introspection and self-knowledge when you are leading others?*
15 minutes	Reflection	Facilitators will now ask some final reflection questions in their facilitation groups. Facilitators, having led their group for five weeks now, may come up with their own questions. The primary themes for participant reflection are reflecting on learning from this program and considering their future plans. Facilitators may use the following reflection questions: *What did you learn about yourself from the past few weeks? What is something you learned or heard from someone else that has made you think differently or more deeply about your experience? Looking at the goals you set for yourself earlier in the program, how successful do you think you were in achieving them? How do you feel about that? And why? Were they realistic goals? Reflecting on your core values and goals we discussed early in the program, do your goals address the values you are struggling to live by? Do you want to reconsider which values you are hoping to address? Looking forward to the coming years in your organization, can you answer this question, "What matters to me and why?" How will the answer to this question impact your leadership? Reflecting on your experience within your organization so far, what are you doing that aligns with your values? Do some things serve another purpose? Anything you want to reconsider? What is missing?*
10 minutes	Conclusion	Conclude this program by thanking participants for their participation. Highlight key discussions participants had related to self-awareness, values clarification, working with others, building a community mission, and addressing an organizational goal. Ask participants to complete the program evaluation using your desired format. Close the program by thanking the participants and facilitators one last time.

Reflection Questions

- What do I want my experience in this current stage of my life to look like?
- What have I learned about myself and others from being a part of this program?

Supplemental Resources

Cefrey, Holly. (2000). *Everything you need to know about the art of leadership: How to be a positive influence in your home, school, and community* (1st ed.). Rosen Pub. Group.

Talks at Google. (2017, August 28). *Inclusion: Diversity, the new workplace & the will to change | Jennifer Brown | Talks at Google* [Video]. YouTube. https://www.youtube.com/watch?v=06-Js35QwPY&feature=youtu.be&ab_channel=TalksatGoogle

Venkataraman, B. (2019, April). *The power to think ahead in a reckless age* [Video]. TED Conferences. https://www.ted.com/talks/bina_venkataraman_the_power_to_think_ahead_in_a_reckless_age

This session has been formatted and revised for consistency and clarity. The original session in the Dartmouth Leadership Attitudes and Behaviors Program was facilitated by program alumni.

Participant Reflection

As D-LAB concludes with this session, it is clear to me how much I have learned about myself over the course of the program. D-LAB has trained me to be more intentional with my actions and to be mindful of how I affect those around me. Compared to six weeks ago, I see significant growth in terms of how I set my goals and expectations for myself. Now that I know myself and my values better, as well as the factors that influence each, I feel prepared to participate and lead meaningfully in my communities.

D-LAB Winter 2019

Turning Points Activity

(**Desire**)   Why would you want to make this change?

(**Ability**)   How might you go about it in order to succeed?

(**Reason**)   What are the three best reasons for you to do it?

(**Need**)   How important is it for you to make this change, and why?

Summarize what has been said, and then ask:

(**Commitment**)   So, what do you think you'll do?

D-LAB Program Officer Reflection

By Hannah Andritsakis

In January of 2020, I joined the Rockefeller Center as the Dartmouth Leadership Attitudes and Behaviors (D-LAB) program transitioned from its planning phase to the implementation phase. In those following weeks I carried a small purple notebook all around campus. During team meetings, facilitator training, and sessions, I captured my observations, as well as what I was thinking and feeling in those moments.

When I first met the student facilitators, I was moved by their desire to be mentors to their first-year peers. I noticed how they provided each other with constructive feedback during their training, in which they had the opportunity to try shortened versions of sessions. In my opinion, these facilitators were well selected because they were coachable and eager to learn.

D-LAB is a collaborative program. At its core lives the partnership between Student Life, Residential Life, and the Rockefeller Center. I observed this partnership as it fulfilled a variety of purposes. First, it helped to expand the reach of the program to a greater student audience. Second, it helped expand the locations where the program takes place. Third, it helped to expand resources, time, money, and people power. Fourth, it helped everyone involved to have a full picture of the student journey.

In the transition to remote work caused by the COVID-19 pandemic in March of 2020, the D-LAB team felt uncertain. We wondered how we should be moving forward. What would the program look like in Winter 2021? Would we be in-person, hybrid, or virtual? These questions swirled as we tried to press on. We evaluated the recent program feedback on the assumption that regardless of the upcoming format, at least some of it would be useful to us. As the weeks progressed and administrative decisions unfolded it became clear that if D-LAB were to take place, it would need to be a virtual program. We now had a direction in which to channel our energy.

I became excited by the opportunity to redesign and launch yet another virtual program! As a team, we constructed a timeline to visualize our weeks until program launch. We then identified and focused on our three primary concerns: learning outcomes, time, and recruitment.

We reviewed the D-LAB curriculum. With Zoom fatigue in the back of our minds, we determined what to adapt for either synchronous or asynchronous delivery and what to put aside for now. We arrived at eight weekly, one-hour sessions with 15 minutes of asynchronous exercises. D-LAB would be offered at various times each week to accommodate time zones. We decided to use tools such as Slack, OneNote, and Miro.com to help us deliver this program in an interactive, user-friendly, secure manner.

The program rolled out in January 2021 and I am proud of the work we have accomplished. However, there are some things I would do differently based on the lessons I have learned.

I transitioned into leading the D-LAB team remotely without having met everyone in person, being unsure of the direction of the program, and being unsure of whether I was taking the lead. In the first few meetings, I struggled to find my footing. Looking back, I should have met with my professional staff colleagues and defined our roles before our first team Zoom meeting. This would have reduced the ambiguity of navigating a virtual collaboration earlier in the planning process. I should have set up separate check-in meetings with team members to get to know everyone outside of our team Zoom meetings and do a pulse check. I should have done team builders or engaged in before- or after-meeting small talk earlier in the process. I value efficiency and staying on task. I enjoy being part of a team, but I can have a hard time being present and engaging in team builders or small talk because I want to maximize working time. In person, I have relied on being able to share meals or aligning myself with a colleague or student assistant who complements my skills.

This experience has shown me the value in making intentional time for well-placed team builders and small talk. I found making the time for your team to connect with one another helps you all be more productive, innovative, and creative during working time. I now value connection and efficiency more than ever. I see they are not an either/or but a powerful combination that leads to more fulfilling work. Moving forward, I will embrace conversations about role clarity earlier and make efforts for team connection both virtually and in person.

As we move forward with D-LAB in the coming years I would like us to expand our reach and reduce our attrition. The lessons learned from our remote transition might just be able to help us. Some ideas for consideration are as follows:

- ➢ Time offered: Can we remove the barrier to participation due to such things as time zone differences or internet connectivity by thinking more innovatively now?
- ➢ Intent: Can we develop asynchronous videos that review the intent behind a session and how it connects to leadership?
- ➢ Community-building: What are some of the ways we can cultivate community and connection after a time of disconnection?