STUDENT LEADERSHIP INSTITUTE

YEAR TWO

September 25, 2019

Description

Extroverts and Introverts each bring their own contributions to any team or organization. It's important that leaders understand their team's different approaches, and then adapt their own leadership style so that they can help everyone do their best work. This workshop will offer practical advice and the opportunity to explore your own leadership preferences, and potential biases. *presented by Michele Lenhart, Director, Office of Student Engagement.*

<u>HOW TO LEAD E's vs. L's (Leading Others)</u>

What?

In this SLI we discussed the difference between introverts and extroverts and how to identify, within yourself, if you're extroverted or introverted. We took a brief personality test and went through a handout talking about the distinguishing characteristics of each type of personality and how each of these characteristics drive a certain effect. We also established that extroverted and introverted personalities describe the way in which an individual draws their energy. In addition to being introspective to discover our personal connection with the introvert and/or extravert we also obtained knowledge on recognizing those traits in the individuals we work with and how to effectively use that information.

So What?

After discussing how to distinguish between the two different types of personalities, we broke into groups and discussed examples in leadership situations and group and social situations. We focused on how effective or ineffective the personality types might be in different situations. In

addition, we also discussed how the opposite personality may not understand the other. Then we discussed different methods to solving these interaction problems, for example if you're introverted let your group know that you need more time to process and that it isn't that you don't care and if you're extroverted distribute tasks among the group so that you can remain a multitasking group.

Now what?

After discussing different ways to bridge the gap between extroverts and introverts we now have many tools to implement in leadership type situations. This SLI taught me, as someone who is now more introverted, how to express that I'm introverted in a group situation rather than just taking a step back. Instead of retreating in participation, because I think the other side doesn't care what I have to say, I need to find another way to move through the situation. I also learned that it's not that extroverts don't care what others have to say, they are just uncomfortable with space in a conversation.

October 3, 2019

Description

You have chosen a major, picked out a couple of student organizations to be a part of, and maybe met some friends along the way but are you apply what you have learned from your experiences to be a well-rounded student? Self-advocacy is a skill that can prepare you for an experience filled with intentional moments. Join Courtney Owens, Assistant Director of Leadership Programs from the Office of Student Engagement to discuss the power of becoming an effective advocate for yourself to optimize your student development.

PERSCECTIVE AND EMPATHY (Leading Self)

What?

In this SLI we discussed different methods of how to be an effective self-advocate. The main method we discussed was writing out S.M.A.R.T. Goals for yourself. S.M.A.R.T. stands for: specific, measurable, achievable, relevant, and time bound. The purpose of S.M.A.R.T Goals is to

write out an initial goal, think about whether or not it is specific, measurable, achievable, relevant, and time bound and then adjust your goal accordingly based on what you assessed throughout the process. We actually did a S.M.A.R.T. Goals worksheet in this SLI and discussed the process when we finished.

So What?

S.M.A.R.T. Goals, is a really helpful tool to make your goals more attainable. Rather than having very broad goals where you may not have specific points to keep track of your progress or specific points to achieve, "S.M.A.R.T. Goals" are very detailed and tracable. S.M.A.R.T. Goals allow you to know where you are in achieving your goal and whether or not what you're doing is working. Additionally, S.M.A.R.T. Goals allow you to modify your larger goal throughout the process by making you think about the "S.M.A.R.T." points. If something isn't working within those points, rather than having to change the whole goal because you don't know what you're doing wrong, S.M.A.R.T. Goals allows you to pinpoint the exact problem and adjust accordingly.

Now What?

After learning about S.M.A.R.T. Goals I plan on using this method for any big goals I need to accomplish that may need a well thought out process. With the help of S.M.A.R.T. Goals I'll be able to determine if my goal is attainable and a time period, I would like to achieve this goal within. If I find that my goal isn't attainable, I can easily adjust my goal.

Nov 7, 2019

Description

The goal of the program is to share personal examples (my own and other students) of times where we wished we had more confidence to speak up/go after what we want/advocate for ourselves as students/leaders/human beings. Next, discuss methods of being more confident. Lastly, a small exercise in helping students recognize how awesome they are to reinforce why they should be confident. *Presented by Student Senior Resident Assistant, Magdalena Kwasnica*
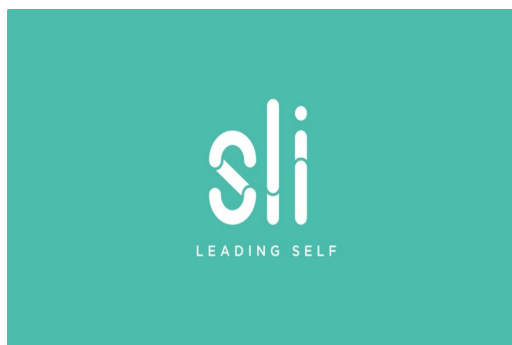
<u>The Secret to Success: Confidence (Leading Self)</u>

What?

The purpose of this SLI was to discuss different methods for promoting inner confidence. We started the SLI by discussing moments in each of our lives where we all didn't feel so confident. I think the purpose of this was to show that no one feels 100% confident all the time, which offered some commiseration. This was also the most crowded SLI I've attended, further evidencing that no one feels super confident all of the time! After realizing no one is entirely confident, we talked about things that we could all do differently in the moment to promote inner confidence. The SLI ended with an activity that was found to promote confidence which was standing up on a step stool and saying proudly "I am awesome" out loud to everyone in the room.

So What?

In my first year at Ithaca College I definitely had been more of an introvert and an observer rather than a leader because I have been limited by my lack of confidence. There were situations where people in my academic circles had much more confidence than I did, and I equated that to their being better than me. I realized that their confidence spoke volumes. In retrospect, I think this SLI showed me that confidence is key.

Now What?

Moving forward I really need to internalize how I can take the information I've learned here and apply it to my daily life. I realize the importance that confidence can make whether it be just for my own personal growth and satisfaction, or more importantly, to portray myself in the best possible way for perspective job opportunities in my future. I think when you show a lack of confidence it may appear that you are disinterested or disconnected.

February 12, 2020

<u>I HATE NETWORKING (LS)</u>

Description

Have you ever avoided an event because you saw the word "networking" in the description, and it made your stomach turn? True networking is not about small talk but connecting with people in a meaningful way and building on those relationships. This session has been developed for students looking for alternatives to traditional networking events. Presented by Michele Lenhart, Director of Student Engagement.

What?

In this SLI we spoke about networking and how painfully awkward it can sometimes feel. This session looked at alternatives to traditional networking events. We discussed different strategies about how to approach a networking event so that it doesn't feel like a forced or pushed conversation. We introduced ourselves to everyone in a speed networking event where we had one minute to introduce ourselves to the other students in the room. We were then asked to remember all of the names of the people we met, which a majority of us could not remember. This just proved that speed networking and handing someone your card without making a connection with them isn't very effective. After this we were given conversational prompts and broke into groups to answer these questions and it easily turned into a natural conversation with another person.

So What?

After having a natural conversation with someone with the prompt we were given I learned that the student I spoke to was from the same town as me and we love the same coffee shop, and I didn't know her beforehand! This gave us the tool to be able to find common ground with someone in a networking event, whether they are your superior or not. Learn about what their families do or what they like to do in their free time, find common ground, and when you email them and remember personal details about who they are, they're going to be thrilled to help you.

Now what?

For starters I may add to what I have learned in this session by talking some notes regarding names and key features about the individuals I speak to. I will implement finding common ground with the people I network with and engage them on a personal level. If there is anything I can do to help others I interact with, I will make a proactive effort to do so.

UH-OH! VS.TA-DA! TEAMS (LS)

Description

Up for a challenge? This workshop is an interactive team project, where you will be able to apply your creative thinking and communication skills to see how you succeed (or not!) when presented with a task that thousands of people have attempted in the past. Tangible lessons on teamwork are presented in a unique and fun way. Presented by Michele Lenhart, Director of Student Engagement.

What?

The purpose of this SLI was to work on a team project and apply creative thinking and communication skills with hope for a positive outcome. In this SLI we broke into teams and were given different materials (pasta, a string, tape, and a marshmallow) to see if we could work collaboratively on a project and if it would be successful. This is an activity that so many people do but is typically more successful among children than highly successful businessmen and women. Within the activity, the team who can build the tallest standing structure that can hold the marshmallow on top wins. The point of this activity is to see how effectively you can communicate and work with a team in a low stake setting. The higher the stakes became in other studies (offering prize money) the less successful the activity was.

So What?

Although my group was not successful in having our structure stay standing, I felt that we all communicated well with one another. If someone had an idea there was no hesitation in saying what your opinion was and there was no hesitation in the group trying out a different approach. I feel like we were all effective teammates and leaders as we communicated well with one another and were open to all ideas from all team members.

Now What?

In our team project I think we could have been more effective if we did not rush into action to build, and instead listened to everyone's ideas first. I believe if we took a slower approach and

listened, we may have been able to group a few ideas together or to brainstorm a better idea. I would recommend, and implement in my future teamwork endeavors, to not feel pressured by the time constraint and to take a slower and more precise start.

April 22, 2020

Description

Leaders must regularly advocate for themselves and others in the workplace in terms of salary raises, workplace conditions, workload, and professional development opportunities. Learn from the words and experiences of various women who have learned how to advocate successfully, ultimately creating a better world for everyone. We will also apply these lessons to the here and now, discussing how this can impact your time at IC as well. Presented by Jess Shapiro, Campus Center.

VIRTUAL SLI: ADVOCATING FOR YOURSELF IN THE WORKPLACE (LS)

What?

In this SLI we talked about how important it is to be able to advocate for yourself in all aspects of life and especially your career. It's important to be able to advocate for yourself in the workplace in regard to your salary, conditions of the workplace, workload, and professional development opportunities in order to get the most out of your career. Further to this, we discussed ways in which to advocate for yourself starting now at Ithaca College so we can get the most out of our education. We discussed how to approach various situations such as other peers slacking on a group project or how to approach asking for necessary funds for a student organization.

So What?

Sometimes I believe experience is the best teacher. I recently applied for an on-campus position and I feel that I could have done a better job advocating for myself. Sometimes when we feel out of place in a situation or we feel like we are competing against someone else it is hard to focus

on what you need to project. I believe that creating more of these types of situations while still on campus can help gain experience for real world applications.

Now What?

Moving forward I will make it a point to advocate for myself in many different facets: Personal relationships, relationships with professors and advisors and ultimately future employers.