

De Anza Student Success Center



LeadEr Events, Activities & Discussion Plan (LEAD)

Purpose:

- (a) To help supplemental instructors organize and prepare **agendas** for an effective facilitation of tutorial study group sessions,
- (b) To provide leaders an opportunity to **evaluate** their leadership, communication, and team-building activities after a session.

GET ORGANIZED!

- ◇ Read the “*Developing Leadership, Communication and Team-Building Skills*” handout before your first session
- ◇ Meet with the course instructor(s) of the students with whom you work; pick up the current course syllabus and any materials that may help you lead the groups. Check in with instructor(s) regularly throughout the quarter.
- ◇ Study the time schedule of the course. What’s coming up in class? (What are lecture topics? When are quizzes and exams? When are the major assignments due?)
- ◇ Review your own notes and assignments from the class.

PREPARE AN AGENDA!

- ◇ Create a tentative goal for **activities** and **discussion** based on what you know about the class(es) (content class & Adjunct class, if applicable). Know that the needs of the specific students in attendance may require a modification of that goal.
- ◇ For your first group, create a brief, fun **ice-breaker activity** and **exchange contact information** (phone and e-mail) with all members of the group.
- ◇ Make a written plan of group activities, discussion, administrative tasks and wrap-up. Estimate time needed for each...be realistic, since things often take longer than you think!

FACILITATE!

- ◇ Understand your **leadership style**. You may have to adjust it to match the needs of your students. To learn more about your leadership style, see handout in packet.

EVALUATE!

- ◇ After your first session, take time to evaluate how you led, how you communicated, and how you worked to build your team, then complete your LEAD evaluation. Ask your students, your instructors, your senior tutor, and your supervisor for feedback and note suggestions for future sessions. Continue using LEAD plans throughout your tutoring experience.

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DEVELOPING LEADERSHIP, COMMUNICATION AND TEAM-BUILDING SKILLS

Key leadership skills:

- Be a role model. Be punctual, and establish credibility through competence and integrity.
- Justify your position logically and appropriately. State your goal and agendas clearly.
- Take minority opinion contributions into consideration.
- Be willing to be uncomfortable. Often leaders have to make decisions or provide direction that is unpopular with the group.
- Practice confidentiality with those you lead.
- Help others see the big picture.
- Delegate. Promote initiative and leadership in others.
- Make requests of those you lead to demonstrate your confidence in their abilities.
- Follow up. If you expect others to complete tasks, they will expect the same from you.
- Focus on the problems, not the people. Most people will join in to find a solution if they do not feel they are to blame for the problem.
- Share the credit. The results you achieve are dependent on the efforts of the group.

Key communication skills:

- Listen. Divide your time equally between listening and talking. Make eye contact and show interest by asking questions and commenting on what's being said.
- Converse. A conversation is an interchange of ideas and opinions; don't dominate, interrupt or lecture. Stay calm and use an appropriate tone when talking.
- Encourage. Help people explain their opinions or thoughts without judging what they say, but express what you think too. If you are unclear about what you heard, restate it by saying phrases like "Did you mean...?" or "Did I hear you say...?"
- Have Fun. When appropriate, create fun learning activities or games (i.e., Jeopardy for learning terms) or Mnemonics (to remember lists).
- Be Supportive. Encourage others by showing your excitement about their ideas or theories. Being supportive means respecting others' opinions, being receptive to new ideas, and seeking points of agreement. Tell others when you have learned from them.
- Be Assertive. Being assertive means asking for what you want. It also means not giving in to people who try to make you do something you don't want to do. Assertive behavior is polite but strong and independent. As an assertive person, you will ask questions, seek out information, and be able to express clearly to others what you do not understand and what help you need from them. Encourage assertiveness from others as well.

Key team-building skills:

- Share. Ask others for their answers, thoughts, opinions, and other information whenever possible.
- Motivate. Make sure you have clear goals. Establish an agenda. Then focus on what you accomplished before wrapping-up. Reward others with praise when they do well.
- Establish rapport. Encourage everyone to help each other. Create a friendly environment.
- Recognize and use strengths. Build on those strengths to develop the team. Invite members of the group (especially the "tactile/kinesthetic" learners) to get up and explain something by using the board, have auditory learners explain something to another member of the team, ask visual learners to draw diagrams or take notes.
- Resolve differences. For the benefit of the group, create win-win situations.
- Laugh. Laughter can break up tension and make learning easier.
- Find mutual goals. Let everyone take responsibility for achieving group goals.
- Be aware of cultural differences. Communication varies between different cultures, as do eye contact, how close you sit or stand to another, how long it takes to respond to a question.

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Name: _____ Content Course: _____ Date: _____

LEAD AGENDA

General topics or focus for this group session:

By the end of the session, we should have accomplished:

Ice-breakers for first and second sessions:

Fun, interactive, content-based activities for first and second sessions:

Five open-ended questions to promote discussion (allow wait time, use echoing and follow-up):

Active listening strategies I will use:

Plan for wrap up:

Follow-up activities for future weeks:

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LEAD EVALUATION

Now that you have completed your group session, evaluate yourself as a leader. Place a check mark in the line to indicate the degree to which you feel you achieved the following leadership, communication, and team-building objectives.

To what degree did you successfully establish trust, community, and a fun, energetic atmosphere?

Low *Moderate* *High*

To what degree did you maintain eye contact with the group members?

Low *Moderate* *High*

To what degree did you include all members of your group in discussion?

Low *Moderate* *High*

To what degree did you stay focused, stick with the agenda, and role-model study behaviors?

Low *Moderate* *High*

To what degree did you listen without passing immediate judgment (displayed openness)?

Low *Moderate* *High*

To what degree did you show interest and enthusiasm for what others had to say?

Low *Moderate* *High*

To what degree did you communicate your topic(s) using the board, visuals, examples or details?

Low *Moderate* *High*

To what degree did you set a positive tone, create fun, and motivate the students to get involved?

Low *Moderate* *High*

To what degree did you take minority opinion (or the less popular) contributions into consideration?

Low *Moderate* *High*

To what degree did you show understanding by using “I” statements, such as “I understand?”

Low *Moderate* *High*

What feedback did you receive from my students, instructors, senior tutor or supervisor?

How can you improve your leadership, communication and team-building skills?