

Making leadership explicit in the classroom

Curricular idea	Leadership competencies and tenets addressed	Faculty guidance: How faculty can make leadership explicit in the curriculum and classroom	How students talk about what they learned about leadership with guidance
System of rotating leaders for simulated ethics committee	"Facilitation" competency	<p>MAKE IT EXPLICIT:</p> <ul style="list-style-type: none"> Point out the competencies behind the assignment—in class, in the assignment instructions, on the syllabus. Explain how they're useful in professional settings (e.g. workplaces require facilitating meetings all the time) <p>TEACH IT:</p> <ul style="list-style-type: none"> Share effective facilitation strategies with students. <p>HELP STUDENTS REFLECT ON IT:</p> <ul style="list-style-type: none"> Have students share their strengths and challenges as facilitators. Have students give each other feedback on the effectiveness of their facilitation. 	<ul style="list-style-type: none"> Students will gain knowledge of effective facilitation strategies. Students will understand their strength and challenges as facilitators. Students will have concrete suggestions to improve their facilitation competency.
	"Critical" tenet	<p>MAKE IT EXPLICIT:</p> <ul style="list-style-type: none"> Explain how exploring bioethics cases will help students think critically about themselves and the world around them. 	<ul style="list-style-type: none"> Students can articulate how they have embodied the tenet of being 'critical.' Students understand that when they are thinking critically, they are building leadership skills.
Invite a leader in the comics industry to speak with class	"Change" tenet	<p>MAKE IT EXPLICIT:</p> <ul style="list-style-type: none"> Explain why you invited this speaker to class as someone who did not accept the status quo and influenced their community towards better futures. <p>HELP STUDENTS REFLECT ON IT:</p> <ul style="list-style-type: none"> Ask students to write a journal entry reflecting on what lessons they learned about creating change in an industry. 	<ul style="list-style-type: none"> Students understand that engaging in leadership is about creating change towards better futures. Students deepen their knowledge of how change can be created.
Recognizing and properly reacting to bad science	"Resiliency" competency	<p>MAKE IT EXPLICIT:</p> <ul style="list-style-type: none"> Emphasize how recognizing and properly reacting to bad science is a core responsibility of a scientific leader. <p>TEACH IT:</p> <ul style="list-style-type: none"> Invite scientists to talk to students about their 'failed' research and how they dealt with the 'failure.' Talk about importance of having a growth mindset and learning from mistakes. <p>HELP STUDENTS REFLECT ON IT:</p> <ul style="list-style-type: none"> Ask students to reflect upon lessons they have learned about 'bad science' and how those lessons apply to their own lives. 	<ul style="list-style-type: none"> Students understand that failure is part of the leadership process and viewing those failures as learning opportunities will facilitate their leadership growth.

Making leadership explicit in the classroom: A compilation of your ideas

Syllabus adjustments

- Highlight how students will develop specific leadership competencies through the course curriculum.
- Highlight how this seminar addresses the Husky Leadership Initiative's 4 tenets of leadership.
- Highlight how leadership competencies are inherent in seminar themes (e.g. relation of 'systems thinking' to seminar theme of 'functionalism').

Pedagogical ideas

- Practice communication skills through student presentations and discussions.
- System of rotating leaders for small group work; group leaders introduce cases, facilitate peer discussion, practice inclusiveness strategies.
- Group activities (e.g. iron skillet cook-off in teams)
- Each student or pairs of students will lead one class discussion.

Assignment ideas

- Reflection paper assignment: How have you developed specific leadership competencies through this collegium seminar?
- Reflection paper that integrates concepts learned in class as applied to leadership competencies.
- Group presentation assignment.
- Teams will research and lead a discussion on a chosen topic to promote teamwork skills.
- Letter to my future self: As I start my team-based project in this class, what am I bringing to the team? What areas do I want to work on this quarter in terms of my team working abilities and leadership skills? What should I do during this project to help hone my leadership skills? What changes do I hope to see by the end of the quarter? End of course reflection: What went well? What challenges did I face? How have my skills improved?
- Give public speech on Red Square.
- To develop public speaking competencies, seminar students will develop mini-guest talks to give in professor's regular undergraduate courses and speak as student guest speakers.
- Essay assignment asking students to consider their own role and sense of responsibility in promotion of the status quo around seminar theme.

Curriculum content ideas

- Invite leader in field to speak with class about lessons learned about leadership.
- Ask guest speakers to speak about leaders they admire and/or how they developed their own skills and why it is important to do so.
- Learn stories of artists' whose dramatic literature inspired social movements.
- Emphasize value of young adults in public policy and decision making.
- Highlight every week the activist and leadership work done by young people around the theme of that week.
- Emphasize how recognizing and properly reacting to bad science is a core responsibility of a scientific leader.
- Ask students to choose an area of the seminar theme they feel passionate about and identify opportunities for active engagement.
- Engage students in a real life leadership opportunity in the class (e.g. give students opportunity to critique and modify a genuine to-be-published book).
- Ask students to reflect on how the UW as an institution could respectfully take the lead on a community issue.
- Give added emphasis to the strengths students already bring, whether they recognized those strengths within themselves or not.