

need have in the long term. Social Change, I realize now how important you are and why we need to focus on you when we take our time to volunteer for people. You can turn a small volunteer experience into a meaningful change for the people in need. But I feel you can also be a deterrent to people that want to volunteer. Not everyone can take the time it takes to make a social change but still want to help. I feel that you say these band aids don't create much meaningful change for the people in need, but it is still important for these people to get food until they are able to find a way to provide for themselves.

Overall, I am glad to have gotten to know you throughout this experience. I hope to be able to include you in all of my volunteer experiences from now on. You have really changed my view on helping people and making sure that it is about them and not me.

Sincerely,
Calvin

Reference:

Taranath, A. (2014). *T.I.P.S. to study abroad: Simple letters for complex engagement*. Seattle, WA: Flying Chickadee.

WHAT'S IN MY LEADER HOUSE?

Trisha Teig

- Varies
- Any size group

Guided reflective writing allows learners the opportunity for thinking and processing their leader identity in relationship to interpersonal, intrapersonal, and societal constructs. Participants who progress in ownership of a leader identity require critical reflective processing (Turner Kelly & Bhangal, 2018) to understand their past experiences in learning leadership, how they were framed within historical contexts, and how institutional structures still reify historical legacies of inclusion/exclusion based on identity. In this activity, participants engage in written reflection to consider the formulation of their leader identity through the lens of the culturally relevant leadership learning model (Bertrand Jones, Guthrie, & Osteen, 2016).

Learning Goals: Participants will have opportunities to:

- identify how, where, and why they have been influenced in their understanding of leader and leadership.
- ascertain institutional examples of historically gendered/racialized concepts of leadership.

- recognize institutional examples of reformulation of leadership outside of historically gendered/racialized understandings.
- create action plans to disrupt historically gendered/racialized concepts of leadership in their own organization.

Materials: writing utensils and paper, handout with reflection prompts

Process:

This activity should be employed in relationship to teaching the culturally relevant leadership learning model (Bertrand Jones et al., 2016). The activity can be done in class, but ideally would be completed by participants outside of the group meeting to allow adequate time for thoughtful responses. Give participants the following reflection prompts. Encourage participants to read through the prompts and ask any questions they may have. The facilitator/instructor may choose to give specific guidelines for length of responses to each question. This is intentionally not included in the guide to allow for best interpretation based on circumstances.

1. Historic conceptualization of leader/leadership (historical legacy):
 - What is your first memory of learning about a leader/leadership?
 - How were you taught about being a leader?
 - How were you taught about leadership?
 - Where (location, context) did you learn this?
2. Personal conversations you have had and encouragement toward particular types of leader/leadership (behavioral/psychological):
 - Who taught you about becoming a leader or leadership?
 - Did anyone encourage you to think of yourself as a leader? How? Why?
 - How did this conversation relate to your salient social identities?
3. Experiences with positional leader roles in relation to who else was present (compositional diversity):
 - What positional leader experiences have you had?
 - What were the social identities of others who were in those organizations with you? What about the other positional leaders?
4. Consideration of examples of ways structures in your institution may:

- Still represent leadership as gendered/racialized:
 - Where do you see examples of leadership as gendered or racialized at your institution?
- Be reformulating leadership outside of a binary or construct of Whiteness:
 - Does your institution have examples of conceptualizing leadership outside of the gender binary?
 - Does your institution have examples of recognizing leadership outside of a construct of Whiteness?
- Need to take action/change: (This question may be further utilized to create a personal or group project for institutional/organizational change)
 - How can you take action to begin the conversation about deconstructing/reconstructing leadership outside of the gendered/racialized examples within your institutional structure?

The facilitator should encourage participants in small groups (3–5 participants) to share their responses and compare their experiences in understanding leader/leadership. The written reflection can also be debriefed within a large group after all participants have completed the activity.

Debriefing Questions:

- Share your responses in your small group to questions 1–3.
- What was similar about your experience? What was different?
- What surprised you about what you heard today?
- What did you learn from your peers?
- Share your responses in your small group to the fourth question. Repeat debrief questions.
- Based on your responses to the final question (How can you take action to begin the conversation about deconstructing/reconstructing leadership outside of the gendered/racialized examples within your institutional structure?), identify a change project you would like to implement with your group on campus.

References:

- Bertrand Jones, T., Guthrie, K. L., & Osteen, L. (2016). Critical domains of culturally relevant leadership learning: A call to transform leadership programs. In K. L. Guthrie, T. Bertrand Jones, & L. Osteen (Eds.), *New Directions for Student Leadership: No. 152. Developing culturally relevant leadership learning* (pp. 9–21). San Francisco, CA: Jossey-Bass.
- Guthrie, K. L., & Chunoo, V. (Eds.). (2018). *Changing the narrative: Socially just leadership education*. Charlotte, NC: Information Age.
- Turner Kelly, B., & Bhangal, N. K. (2018). Life narratives as pedagogy for cultivating critical self-reflection. In J. Dugan (Ed.), *New Directions for Student Leadership: No. 159. Inte-*

grating critical perspectives into leadership development (pp. 41–52). San Francisco, CA: Jossey-Bass.

WRITTEN LEADERSHIP PORTFOLIOS: A LONGITUDINAL TOOL FOR REFLECTIVE LEARNING Stephanie L. Quirk

- Semester–Multiple Years
- Any size group (with appropriate support)

A leadership portfolio is a collection of reflections and artifacts participants curate to demonstrate learning over the course of their participation in leadership activities. They can be created as digital projects on personal websites, within an institutional learning management system, or printed in a binder. Written portfolios are valuable as capstone projects for participants participating in formal programs or courses providing space for participants to reflect on their learning and to see development over time.

Learning Goals: Participants will have opportunities to:

- apply a reflective framework to leadership development experiences.
- explain the value of a living document and commitment to continuous growth.

Materials: a list of portfolio requirements and guided reflection questions

Process:

The design of the portfolio should align with learning outcomes and can be used as part of individual and program (or course) assessment. The format can vary including using a learning management system with portfolio capabilities, a hard copy in a binder or expandable folder, or a free personal website.

1. Introduce the leadership portfolio concept to participants at the beginning of the program or course. Portfolios are living documents that can grow and be modified over time. Hiemstra (2001) recommends including resource materials for participants including write-ups on journaling and samples from previous participants. Provide a list of requirements and prompts to assist participants in staying on track with their portfolio development.

- Sample portfolio requirements:
 - Cover page
 - Current resume