



2020 VIRTUAL RUCK LEADERSHIP INSTITUTE



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WELCOME TO THE VIRTUAL RUCK LEADERSHIP INSTITUTE!

Our undergraduate men are facing an upcoming academic year that is uncertain, at best. Many of these men are scared and intimidated by what they are facing or by the fear of the unknown. We have an obligation and opportunity to build confidence and courage in them by working throughout the summer to fine-tune their personal leadership style, and help them build a plan to guide their chapter through this unprecedented time.

We know we cannot recreate all of the aspects of the in-person Ruck Leadership Institute; however, we are confident we can offer these young men a valuable experience that is tailored to what is going on in the world right now and the challenges they are facing, both personally and within their chapter. These undergraduates need to be our 'foot soldiers' on the ground this upcoming year, helping guide their chapter through these uncharted waters and it's our responsibility to equip them with the tools they need to do that successfully.

We understand your time is stretched thin with the number of commitments that demand your time. You may be facing similar uncertainty in your own life or leadership. You may be working your full-time job at home with kids hanging off your arms. You may be struggling to live in a world of isolation. No matter what you are facing in your life right now, you have shown up for these young men because you want to help. You want to make a difference. And, at the end, that's what will make you so successful. This experience is not about the curriculum written in the pages of this facilitator guide; it's about the impact you are making in the lives of these scholars and they will be better men because of you.

From the bottom of our hearts, thank you.

SigEp's Programs and Events Team
Stacy Nicodemus, Laura Curzi, Matt Wallace, Jared Riter



WEEKLY MODULE OVERVIEW

The Virtual Ruck Leadership Institute spans eight weeks, with each week's module following a similar structure:

PRE-WORK

Prior to your weekly call, ask the scholars to complete their pre-work. In most cases, this pre-work is either watching a video or reading an article that pertains to the upcoming week's topic – and in most cases, we've provided you with two options from which to choose. Since you will be selecting which option to use (and it will not be consistent throughout all small groups), you will be responsible for sending out the directive to your scholars. This pre-work should not take more than 15-20 minutes and will be the basis for the beginning of each week's call, so strongly encourage completion.

PART 1: PRE-WORK DISCUSSION

Each week will begin with a discussion based on the pre-work (article/video) you chose. We have provided sample discussion questions you can use; however, feel free to modify and adapt as you see fit. The goal of part 1 is to use the article/video and corresponding discussion to help scholars conceptualize the topic being presented that week (typically one of the leadership practices), making the rest of your small group session easier to grasp.

PART 2: CONTENT

Now that the scholars have a basic understanding of that week's concept, you will spend part 2 'educating' them on the topic at hand. In most cases, as it relates to one of the five leadership practices, you'll be reviewing the associated tenets and behaviors and relating it back to their Student Leadership Practice Inventory (SLPI) results. The goal of part 2 is to ensure scholars understand the week's concept.

PART 3: DISCUSSION

The goal of part 3 is to apply the concept they now understand to their own life and leadership, especially in terms of what is going on in the world around them. We've provided you a set of sample discussion questions for each week; however, just like part 1, feel free to modify and adapt to your facilitation style and the needs of your group. We do suggest that you come to the session with some examples of your own to help start the discussion, if necessary.



PART 4: ACTION-PLANNING

One of the goals of Virtual Ruck is that the scholars take what they've learned each week, digest the content, and turn it into something actionable, as action ultimately leads to change. We've created an action-planning worksheet that is [available on this web page](#). This worksheet is in Google Sheets. That being the case, please download this Sheet into Excel and then distribute to your scholars. If you'd prefer the document be emailed to you, please reach out to your staff contact. For most of the weeks, particularly those focused on the leadership practices, you will ask your scholars to complete the section that corresponds to that week's topic (prior to the next small group session). Additionally, there are suggestions for other small ways they can practice the skills they learned that week. You will know your group best, so use these or other ideas however you best see fit.

None of us have ever engaged in a Virtual Ruck before, so no matter how well thought-out these modules may be, you will find that some things are working better than others. This is your small group so feel free to adapt and change as needed, while still meeting the outcomes of the week.

Our ask: if you find more effective ways to lead your small group discussions, whether that's structure, content, etc., please let your staff contact know as soon as you can.

We will use that feedback in two primary ways:

- If it's an idea that can easily be replicated and help other groups for this 2020 experience, we will compile those ideas and send them out on a weekly basis to all faculty members.
- If it's a more substantial suggestion that can't easily be remedied in 2020, we will document those ideas and use them, post-program, to influence the creation and refinement of other virtual programs.

As a final note, all of the resources to be used in each module can be found on [this web page](#). This was created to provide ideal accessibility for faculty.



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WEEK 1: GENERAL INTRODUCTION TO LEADERSHIP

LEARNING OUTCOMES:

- Scholars leave energized for the Virtual Ruck Leadership Institute.
- Scholars get to know each other through one-on-one interviews to build connections in a virtual setting.
- Scholars gain an understanding of leadership and how to define leadership.

PART 1: PRE-WORK AND DISCUSSION QUESTIONS

Prior to Week 1, ask scholars to watch the video below. Pair up scholars with each other and notify them of their pairings. If you have an odd number of scholars in your group, create one team of three.

The pairs should find a time prior to the first meet-up to connect and complete the interview questionnaire with each other. Each scholar should identify the three questions they value the most and inform their partner. Their partner should then prepare to use those three questions to introduce them to the rest of the cohort on the first call (no more than 90 seconds of an introduction). The purpose of this exercise is for them to get to know each other and build connections and confidence in their teammates.

Discussion questions for Week 1 are also provided (below, in part 3) to help show how the video ties into defining leadership and to the scholar's own leadership journey.

You can either provide these questions to the scholars when sending the video and scholar pairings for interviews and ask them to begin thinking about them in preparation for your call, or save them to ask on the call to prompt conversation.

Leadership video: [Teaming](#)

Interview questions: [Question sheet](#)



PART 2: CONTENT

Begin by having scholars introduce their partner using the top three chosen interview questions. *If there are two facilitators, they should lead this activity by introducing each other first.*

Utilize the interview question sheet and the three questions the partner identified as most valued.

Next, engage in a discussion around the video, spending approximately 5-10 minutes ensuring the scholar's understand the concept of teaming. Sample discussion questions:

- Edmondson talks about the difference between teams and teaming (teams are always working/practicing together where teaming is the act of bringing together in isolated cases). How have you witnessed teams and/or teaming before? How have you taken part in teams and/or teaming?
- For those of you that have participated in teams and teaming, which one is more difficult? Why?
- Edmondson talks about how leadership is required to have successful teaming. What are the most valuable characteristics of a leader?
- Edmondson quotes Abraham Lincoln: "I don't like that man. I should get to know him better." What point is Edmondson trying to get across to the audience?
- Knowing there are different characteristics of great leaders, how do we define leadership?

Ask each scholar to share one act they have done or could do that exemplifies teaming.

PART 3: DISCUSSION

Now that the scholars have a basic understanding of teaming, engage in a discussion about leadership and how it relates to leading their chapter in this unprecedented time.

To help create a conducive environment for the discussion – and set the stage for everyone to be more vulnerable – consider having your own personal story about a meaningful time when you had to exemplify leadership or teaming during this time.

- What did you do?
- How did it make you feel?

During this 8-week experience, we will learn about leadership and how to improve your own personal leadership skills. How do you want to grow as a leader? What do you hope to learn about leadership and your personal leadership?



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PART 4: ACTION-PLANNING

It's important these discussions turn into something actionable. Prior to the next session, ask scholars to complete the leadership section of their action-planning chart. In doing so, they should reflect, identify and document their desired outcome from this Virtual Ruck experience. How do they want to become a better leader? Ask them to share these desired outcomes with you as the facilitator(s) so you can revisit each scholar's desired outcome at the end of the program.

IMPORTANT: Provide a walk-up to the scholars regarding the SLPI. They will need to complete their SLPI prior to the Week 2 session. They should expect it to take approximately 20-25 minutes to complete. Your staff contact will send you an email template with detailed instructions that you can quickly copy/paste and send to your scholars. Having their SLPI report is critical for each upcoming week, so continue to reinforce its importance and ensure completion.



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WEEK 2: STUDENT LEADERSHIP PRACTICE INVENTORY (SLPI)

LEARNING OUTCOMES:

- Scholars become familiar with the five leadership practices as outlined in the Student Leadership Practices Inventory (SLPI).
- Scholars gain a better understanding of their strengths and weaknesses as a leader through the SLPI tool.

PART 1: PRE-WORK AND DISCUSSION QUESTIONS

At the end of week 1 (prior to your week 2 session), be sure to send your students the SLPI invitation and instructions. You'll receive an email template from your staff contact which can be easily copied/pasted to your scholars. In the time leading up to your week 2 call, continually follow up with students to ensure completion of the SLPI as it is critical to have their report for week 2 and subsequent weeks.

Additionally, ask scholars to either watch the video or read the article listed below. Choose which resonates most with you and this week's topic of assessing one's leadership skills and why the identification of one's strengths and weaknesses is important. Discussion questions for each resource are also provided to help show how the video/article ties into this week's module and to the scholar's own leadership journey.

You can either provide these questions to the scholars when sending the resource and ask them to begin thinking about them in preparation for your call, or save them to ask on the call to prompt conversation.



Option 1: [Great leadership starts with self-leadership](#)

- Sudmann talks about the leadership problem formula (leadership problems = too little time X people X power). Think of a leadership problem you've witnessed – did it follow the formula? How? Which aspect(s) of the formula could have changed in order to prevent the problem from happening?
- What does the concept of "self-leadership" mean to you? Do you agree that it's important? Why or why not?
- Sudmann's step one is "self-awareness" – examining yourself, rating yourself, and creating ways to improve. Why do you think a self-analysis is important? How will it make you a better leader? Are other people's assessment(s) of your leadership skills also important?
- As a leader, how do you go through this process of "self-awareness, self-reflection and self-regulation", while examining/rating yourself and creating ways to improve?
- Outside of the three steps Sudmann mentioned in the TEDTalk, are there other ways you can "self-lead"?

This video provides a great segway into talking about the SLPI. Virtual Ruck is based on self-awareness. Leaders must identify their strengths and weaknesses, then use those to build a plan to become a better leader. The SLPI is the tool we are using to identify strengths and weaknesses, and the subsequent weeks will further delve into each practice and how to create a plan to improve.

Option 2: [Most leaders know their strengths-but are oblivious to their weaknesses](#)
(Harvard Business Review)

- Based on your experiences and leadership that you've witnessed previously, what do you believe about the author's "fatal flaws" comments? Where have you seen this dichotomy before – where the leader's flaw was so egregious that he or she would never be successful?
- The authors listed three flaws they see most often: a lack of strategic thinking, not taking responsibility for outcomes and not building strong relationships. In which of these areas do you most excel? Where do you struggle the most?
- The authors mention finding a "truth-teller" who will share honest feedback with you. Who is that for you (especially with regards to chapter leadership)? How confident are you that they will be or are being honest with you? If you don't have a "truth-teller", how do you find one in your life?
- When you see someone in a leadership position and recognize they have a "fatal flaw", what can you do to help them overcome their weakness, especially if their leadership (or lack thereof) is negatively impacting others?
- The article mentions hiring outside help if a "truth-teller" doesn't work. While that probably isn't an option in your chapter, what could be your next step? (note: ideal answer here is probably seeking help from a volunteer)



This article provides a great segway into talking about the SLPI. This instrument is being used because it will easily show scholars their self-identified strengths and weaknesses. As you go through the report, you can refer back to concepts from this article – do the three flaws mentioned align with certain leadership practices? How did the scholars score themselves in those areas? How would the “truth-tellers” in the scholars’ lives rate them in these leadership practices – similarly or dissimilarly to how they ranked themselves?

PART 2: CONTENT

After engaging in a discussion around either the video or article, spend time helping scholars understand what the SLPI measures and how to read the report. You can find a sample report [here](#).

First, provide a quick background on *The Leadership Challenge*:

- It's a framework/model of exemplary and effective leadership.
- The book is co-authored by Dr. Jim Kouzes and Dr. Barry Posner (a SigEp alumnus from California-Santa Barbara).
- It is based on research that first began in 1982 that consisted of hundreds of interviews, case studies and survey questionnaires to better understand extraordinary leadership.
- The book has been listed as one of the top 100 best business books of all time and corporations around the world use it in their business practices and employee development.
- Kouzes and Posner have been studying and writing about leadership within the context of The Leadership Challenge for over 30 years, and from these years of research, they have developed five leadership practices that exemplary leaders use.

Next, help scholars understand the SLPI they took this past week:

- The SLPI was developed from the research of Kouzes and Posner on what people were doing when they were at their personal best as leaders.
- It has been shown (in a series of studies involving student leaders) to differentiate successfully between effective and less effective student leaders. The research data from hundreds of thousands of people consistently show that leaders who engage in behaviors measured by the SLPI are more effective and successful than those who do not.
- The SLPI provides information on how you rate your leadership behaviors. It does not evaluate IQ, leadership style, management skill or personality.

Tying it together:

- The SLPI assessed your leadership behaviors within the five practices identified by Kouzes and Posner. We're going to dive into the report today to better understand the findings. Please note this report will also be used over the next five weeks as we take a more in-depth look at each practice.



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Now that scholars better understand *The Leadership Challenge* and the SLPI, ask everyone to pull up their own report. You're going to walk scholars through how to interpret the scores and what they mean.

Have scholars turn to the "Five Practices Bar Graph" in their report (page 4):

- This graph shows a quick snapshot of how the scholar evaluated himself in each of the five leadership practices.
- To get a better understanding of the makeup of your group, do a poll for each practice. (note: using the "raise hand" feature may be helpful)
- Read out the practice name and ask the scholars to raise their hands if this was their highest score (these will be the scholars who can help others who may struggle in this area).
- Then ask them to raise their hands if this was their lowest score (these will be the scholars who will need to focus the most on this area)
- Facilitator tip: making a note of this and referring back to these scholars as you go through each module will help you provide a more tailored experience
- Even though the scholars do not have as strong an understanding of these areas yet, based on their interpretation of the practices, about what are they most surprised?

Next, ask scholars to turn to "Leadership Behaviors Rankings" (page 5):

- Each of the five leadership practices has six associated behaviors. Those 30 behaviors are listed on this page from the most to least frequent based on the scholars' self-rating.
- This will quickly and easily show, in specific detail, where a scholar feels his strengths and weaknesses lie.
- Find a couple of behaviors where one scholar ranked himself very highly and another ranked himself very poorly. Ask them to talk about why they rated themselves that way, giving specific examples of times when they did exhibit that behavior or where they struggled to do so.
- Remind scholars that we will continue to refer back to this page and these behaviors over the course of the next few weeks. As we take a deeper dive into each practice, it is important that we remember where we felt we were stronger and weaker, which is clearly shown on this page.

The next ten pages (pages 6-15) walk through the scholar's results for each leadership practice. There is one page with bar graphs showing how the scholar ranked himself in each behavior, followed by reflection questions. Let the scholars know that you will be coming back to these sections throughout the Virtual Ruck experience, as each of the next 5 weeks is devoted to one of these practices. For the time being, you will skip over those.

Finally, ask scholars to look at the "Percentile Ranking Graph" (page 16):

- Explain that a percentile is determined by the percentage of people who score at or below a given number.



- For example, if a scholar's total self-rating for 'Model the Way' is at the sixtieth percentile line on the chart, this means that the scholar assessed himself higher than 60% of all people who have ever completed the SLPI. Said differently, he ranked himself in the top 40% in this leadership practice.
- Studies indicate that a "high" score is at/above the seventieth percentile, while a "low" score is at/below the thirtieth percentile. Anything in between those ranges is considered "moderate".
- Ask scholars about their line on the graph. Is it steep (meaning they have low-lows and high-highs)? Or is it flatter (meaning more balanced)? Is one better than the other? What are the advantages to both? Disadvantages?

PART 3: DISCUSSION

Now that scholars have a basic understanding of *The Leadership Challenge* and, particularly, the SLPI, engage in a brief discussion about why we are using this tool and why it is the basis of the rest of this Virtual Ruck experience.

Sample discussion questions:

- Do you think your SLPI results are an accurate assessment of your strengths and weaknesses? Why or why not?
- Were you surprised by any of the results of your SLPI? Why or why not?
- Were you surprised by the difference between your SLPI results and others in your group? Knowing that everyone's results are different, how can you utilize other brothers in this group to improve your own personal leadership?
- Do you think you've had to adjust your personal leadership, particularly within your chapter, during this pandemic when you couldn't be on campus? If so, how do you think it affected your results? If not, do you think your leadership will need to change over the next year if things don't soon go back to "life as we knew it"?
- If you were to show your results to trusted friends or mentors who have seen you in a leadership capacity, would they agree or disagree with the assessment? Why or why not? What do you think would happen if you engaged those friends or mentors in a conversation about your results and their reaction to them?
- Do you think these five leadership practices (and their corresponding behaviors) will be a good guide for us in this Virtual Ruck journey? Why or why not?

PART 4: ACTION-PLANNING

It's important these discussions turn into something actionable. Prior to the next session, ask scholars to show their results to one trusted friend or mentor – someone who has seen them in a leadership capacity. He/she doesn't have to be affiliated with his SigEp leadership. Have the scholar engage in a conversation with that friend/mentor to see if he/she agrees or disagrees with the results and if he/she has any feedback for the scholar that may be helpful as he continues in this Virtual Ruck journey.



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LEARNING OUTCOMES:

- Scholars gain an understanding of the leadership practice, 'Model the Way', and can apply its benefits and behaviors to improve their leadership skills in actionable ways.
- Scholars use their understanding of 'Model the Way' to engage in vulnerable discussions about how they can use this practice to lead their chapter in this unprecedented time.

PART 1: PRE-WORK AND DISCUSSION QUESTIONS

At the end of Week 2 (prior to your Week 3 session), ask scholars to watch one of the video options below. Choose which resonates most with you and this week's topic. Discussion questions for each resource are also provided to help show how the video ties into this leadership principle and to the scholar's own leadership journey.

You can either provide these questions to the scholars when sending the resource and ask them to begin thinking about them in preparation for your call or save them to ask on the call to prompt conversation, or some combination of both.

Option 1: "Man Enough" TEDTalk

- Justin recognizes a need for change, particularly as it pertains to how men are raised and how they treat women. How did he effectively model the way for the outcome he hopes to see achieved?
- What is inspiring about Justin and his approach to modeling the way?
- Instead of being hypothetical, how does Justin propose taking his desired outcome and making it realistic and actionable?
- Two of the tenets of model the way are 1) finding your voice by clarifying your personal values, and 2) setting the example by aligning actions with shared values. Do you feel like Justin effectively did this? Why or why not?



- Think about some of the most impactful leaders in your life, whether you know them personally or not. How do they effectively model the way?
- In this presentation, how does Justin break down barriers to encourage others to join him in his mission? How can you do this in your life or in your chapter?
- How can you better clarify your own personal values? And then set the example by aligning your actions with your values, like Justin?

Option 2: Two video clips from *Facing the Giants* ([1- Death Crawl](#); [2- Stonewall](#))

- 'Model the Way' is proposed as the first principle in The Leadership Challenge. Why do you suppose that is?
- Brock is the undeniable leader in *Facing the Giants*. How does he embody the principle of model the way?
- Reflect on a time you accepted the burden of leadership. How did you effectively model the way for those chosen to follow you?
- Now, reflect on a time you accepted the burden of leadership and, now that you're looking back, how could you have better modeled the way for your team?
- Having watched both clips, how does the coach's leadership empower Brock? Why does the coach push Brock so hard? Who, in your life, supports and encourages you like the coach does Brock?
- Two of the tenets of 'Model the Way' are 1) finding your voice by clarifying your personal values, and 2) setting the example by aligning actions with shared values. Do you feel like Brock effectively did this? What about the coach? Why or why not?
- Think about some of the most impactful leaders in your life, whether you know them personally or not. How do they effectively model the way?

PART 2: CONTENT

After engaging in a discussion around one of the videos, spend approximately 5-10 minutes ensuring the scholars understand the concept of '*Model the Way*'.

Walk scholars through the 2 tenets and 6 behaviors of this practice:

- Two tenets:
 - Clarify values by finding your voice and affirming shared values
 - Set the example by aligning actions with shared values
- Six behaviors:
 - Sets a personal example
 - Aligns others with their principles and standards
 - Follows through on promises
 - Gets feedback about actions
 - Builds consensus on values
 - Talks about values and principles

Ask each scholar to share one act they have done or could do that exemplifies '*Model the Way*'.



Ask scholars to refer back to their SLPI:

- How did they score themselves in this area?
- Ask scholars who scored highly in this area to provide advice to the men who scored lower in this area. What can these men do to become more proficient at modeling the way?
- How can you best exemplify this practice, particularly in these unprecedented times?

PART 3: DISCUSSION

Now that the scholars have a basic understanding of *'Model the Way'*, engage in a discussion about the practice and how it relates to leading their chapter, especially in this unprecedented time.

To help create a conducive environment for the discussion – and hopefully set the stage for everyone to be more vulnerable – consider having your own personal story about a meaningful time when you exemplified *'Model the Way'*, or perhaps when you took notice of someone else modeling the way:

- What did you (or they) do?
- How did it make you feel?

Sample discussion questions:

- How does *'Model the Way'* relate to the world's situation today? Do you think it's more or less important than pre-pandemic? Why?
- How does *'Model the Way'* relate to your SigEp experience? Your chapter? Your leadership in the chapter?
- With changes you may see in the upcoming year because of the pandemic, how can you lean on *'Model the Way'* to better lead during this time?
- How do your strengths play into *'Model the Way'*? What about your weaknesses?
- How do those strengths and weaknesses in *'Model the Way'* impact those around you?
- How can what you've taken away from this discussion affect how you work with your chapter brothers?
- How can you engage people, especially your fellow brothers, most effectively utilizing *'Model the Way'*?



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PART 4: ACTION-PLANNING

It's important these discussions turn into something actionable. Prior to the next session, ask scholars to complete the *'Model the Way'* section of their action planning chart. In doing so, they should reflect, identify and document the strengths they have in this practice and ways they can build on these. Conversely, they should do the same for areas of opportunity.

You may want to ask scholars to share 1-2 actions they will take, as identified on their chart, with the group during the week.

Additionally, consider charging the scholars to put *'Model the Way'* into practice now. Challenge them to be intentional about utilizing one of the six associated behaviors over the next week, whether that's as a chapter leader, family member or just a friend. Ask them to share what they did with the group either before or during next week's meeting.



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LEARNING OUTCOMES:

- Scholars gain an understanding of the leadership practice, 'Inspire a Shared Vision', and can apply its benefits and behaviors to improve their leadership skills in actionable ways.
- Scholars use their understanding of 'Inspire a Shared Vision' to engage in vulnerable discussions about how they can use this practice to lead their chapter in this unprecedented time.

PART 1: PRE-WORK AND DISCUSSION QUESTIONS

At the end of Week 3 (prior to your Week 4 session), ask scholars to watch the video below. Discussion questions for the video are also provided to help show how the video ties into inspiring a shared vision and to the scholar's own leadership journey.

You can either provide these questions to the scholars when sending the resource and ask them to begin thinking about them in preparation for your call or save them to ask on the call to prompt conversation.

Video resource: [How to Build and Rebuild Trust](#)

- Frei talks about how she committed to wearing an Uber t-shirt everyday until everyone else wore an Uber t-shirt. She found this initiative lacked authenticity and therefore lost trust. What is your "Uber t-shirt" moment as a leader?
- Frei shares that creating empathy is difficult and time-consuming. But when we have empathy for those we are around, we have more credibility and trust as a leader. What are the obstacles that inhibit you from creating empathy? (ex: cell phones, lack of trust of others, lack of time, self-doubt, etc)
- When Frei draws the triangle analogy of communication style, she presents two ideas:
 1. We can communicate with ideas and stories before sharing our point



2. We can communicate by stating our point and then discuss our evidence to the idea

When leading others, why is it important to start with the end in mind?

- The ability to articulate our thoughts, know our audience and communicate well helps create trust within others. Where do you see yourself struggling with communication as a leader?
- As leaders, we need to inspire others to follow us. What are the key traits necessary to inspire a shared vision?
- Over the next 6 months, where do you see yourself needing to inspire others and have a vision in mind?

PART 2: CONTENT

After engaging in a discussion around the video, spend approximately 5-10 minutes ensuring the scholars understand the concept of inspiring a shared vision.

Walk scholars through the 2 tenets and 6 behaviors of this practice:

- Two tenets:
 - Envision the future by imagining exciting and ennobling possibilities
 - Enlist others in a common vision by appealing to shared aspirations
- Six behaviors:
 - Looks ahead and communicates future
 - Describes ideal capabilities
 - Talks about vision of the future
 - Shows others how their interest can be realized
 - Paints "big picture" of group aspirations
 - Communicates purpose and meaning

Ask each scholar to share one act they have done or could do that exemplifies '*Inspire a Shared Vision.*'

Ask scholars to refer back to their SLPI:

- How did they score themselves in this area?
- Ask scholars who scored highly in this area to provide advice to the men who scored lower in this area. What can these men do to become more proficient at inspiring a shared vision?
- How can you best exemplify this practice, particularly in these unprecedented times?



PART 3: DISCUSSION

Now that the scholars have a basic understanding of *'Inspire a Shared Vision'*, engage in a discussion about the practice and how it relates to leading their chapter and leading in this unprecedented time.

To help create a conducive environment for the discussion – and hopefully set the stage for everyone to be more vulnerable – consider having your own personal story about a meaningful time when you led others with a shared vision (or someone else that helped enlist others for their vision).

- What did you (or they) do?
- How did it make you feel?

Sample discussion questions:

- How does 'Inspire a Shared Vision' relate to the world's situation today? Do you think it's more or less important than pre-pandemic? Why?
- How does this leadership practice relate to your SigEp experience? Your chapter? Your leadership in the chapter?
- With changes you may see in the upcoming year because of the pandemic, how can you lean on your ability to 'Inspire a Shared Vision' to better lead during this time?
- How do your strengths play into this leadership practice? What about your weaknesses?
- How can what you've taken away from this discussion affect how you work with your chapter brothers?
- How can you engage people, especially your fellow brothers, most effectively utilizing this practice?

PART 4: ACTION-PLANNING

It's important that these discussions turn into something actionable. Prior to the next session, ask scholars to complete the *'Inspire a Shared Vision'* section of their action-planning chart. In doing so, they should reflect, identify and document the strengths they have in this practice and ways they can build on these. Conversely, they should do the same for areas of opportunity.

You may want to ask scholars to share 1-2 actions they will take, as identified on their chart, with the group during the week.

Additionally, consider charging the scholars to put *'Inspire a Shared Vision'* into play now. Ask them to think about the future of their chapter (more than 6 months ahead) and what they envision for it. Have them talk to another member of the group or someone from their home chapter to share their vision, utilizing what they learned this week. The scholar can reflect on that conversation to determine how they will improve sharing the vision next time.



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LEARNING OUTCOMES:

- Scholars gain an understanding of the leadership practice, 'Challenge the Process', and can apply its benefits and behaviors to improve their leadership skills in actionable ways.
- Scholars use their understanding of 'Challenge the Process' to engage in vulnerable discussions about how they can use this practice to lead their chapter in this unprecedented time.

PART 1: PRE-WORK AND DISCUSSION QUESTIONS

At the end of Week 4 (prior to your Week 5 session), ask scholars to watch one of the options below. Choose which resonates most with you and this week's topic of '*Challenge the Process*.' Discussion questions for each resource are also provided to help show how the video ties into '*Challenge the Process*' and to the scholar's own leadership journey.

You can either provide these questions to the scholars when sending the resource and ask them to begin thinking about them in preparation for your call or save them to ask on the call to prompt conversation, or some combination of the two.

Option 1: [SC Featured: Josh Jacobs](#)

- Josh Jacobs faced a challenging road to Alabama and eventually the NFL. When watching the video, take note of which specific challenges Josh and his family faced head on. What challenges were there? How did they tackle them?
- It's easy not to recognize the size of the adversity until you reflect on it. Josh didn't think about not having a home until later in life. Pause and reflect on your life – what challenges have you overcome, big or small?



- One of the tenets of 'Challenge the Process' is searching for opportunities by seeking innovative ways to change, grow and improve. What are some of the ways Josh did that in his life? How have you done that in yours? Why is it important to continue to grow and improve?
- Another tenet of 'Challenge the Process' is experimenting and taking risks by constantly generating small wins and learning from mistakes. All wins are important, big or small. Reflect on your life and identify some of the most important wins you've accomplished. What are they? Conversely, what mistakes did you make, and what did you learn from them?
- What can Josh's story teach you about facing life's biggest challenges? What processes in your life will take courage and strength to overcome?
- Celebrating wins is as important as achieving them. How do you celebrate your personal wins? If you don't, how can you start?

Option 2: ["Why Your Business Needs Dissenters" TEDTalk](#)

- Oftentimes, arguing can be seen as disruptive and against the good of the group. After watching this video, what value do you see in dissenters?
- Who are the dissenters in your life? How have they impacted your life, positively or negatively?
- Do you consider yourself a dissenter? Why or why not?
- Learning from Andrew about how valuable dissenters can be, how can you change your perspective on dissenters from being an annoyance to a valued teammate?
- How does this change your perspective on agreement vs. disagreement?
- How can a spirit of positive dissention play a role in your life? In your chapter? In your future aspirations?
- How can you instill this culture of positive dissention into the appropriate areas of your life, particularly within your chapter?
- One of the tenets of 'Challenge the Process' is searching for opportunities by seeking innovative ways to change, grow and improve. How does dissention help achieve that tenet?

PART 2: CONTENT

After engaging in a discussion around one of the videos, spend approximately 5-10 minutes ensuring the scholars understand the concept of '*Challenge the Process.*'

Walk scholars through the 2 tenets and 6 behaviors of this practice:

- Two tenets:
 - Search for opportunities by seizing the initiative and looking outward for innovative ways to improve
 - Experiment and take risks by constantly generating small wins and learning from experience



- Six behaviors:
 - Develops skills and abilities
 - Helps others take risks
 - Searches for innovative ways to improve
 - Asks "what can we learn?"
 - Makes certain that goals, plans and milestones are set
 - Takes initiative in experimenting

Ask each scholar to share one act they have done or could do that exemplifies '*Challenge the Process*.'

Ask scholars to refer back to their SLPI:

- How did they score themselves in this area?
- Ask scholars who scored highly in this area to provide advice to the men who scored lower in this area. What can these men do to become more proficient at challenging the process?
- How can you best exemplify this practice, particularly in these unprecedented times?

PART 3: DISCUSSION

Now that the scholars have a basic understanding of '*Challenge the Process*', engage in a discussion about the practice and how it relates to leading their chapter and leading in this unprecedented time.

To help create a conducive environment for the discussion – and hopefully set the stage for everyone to be more vulnerable – consider having your own personal story about a meaningful time when you exemplified '*Challenge the Process*', or someone else did.

- What did you (or they) do?
- How did it make you feel?

Sample discussion questions:

- How does 'Challenge the Process' relate to the world's situation today? Do you think it's more or less important than pre-pandemic? Why?
- How does 'Challenge the Process' relate to your SigEp experience? Your chapter? Your leadership in the chapter?
- With changes you may see in the upcoming year because of the pandemic, how can you lean on 'Challenge the Process' to better lead during this time?
- How do your strengths play into 'Challenge the Process'? What about your weaknesses?
- How do those strengths and weaknesses in 'Challenge the Process' impact those around you?
- How can what you've taken away from this discussion affect how you work with your chapter brothers?
- How can you engage people, especially your fellow brothers, most effectively utilizing 'Challenge the Process'?



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PART 4: ACTION-PLANNING

It's important that these discussions turn into something actionable. Prior to the next session, ask scholars to complete the '*Challenge the Process*' section of their action-planning chart. In doing so, they should reflect, identify and document the strengths they have in this practice and ways they can build on these. Conversely, they should do the same for areas of opportunity.

You may want to ask scholars to share 1-2 actions they will take, as identified on their chart, with the group during the week.

Additionally, consider charging the scholars to put '*Challenge the Process*' into play now. Encourage them to utilize one of the six associated behaviors over the next week, whether that's as a chapter leader, family member or just a friend. Ask them to share what they did with the group either before or during next week's meeting.



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WEEK 6: ENABLE OTHERS TO ACT

LEARNING OUTCOMES:

- Scholars gain an understanding of the leadership practice, 'Enable Others to Act', and can apply its benefits and behaviors to improve their leadership skills in actionable ways.
- Scholars use their understanding of 'Enable Others to Act' to engage in vulnerable discussions about how they can use this practice to lead their chapter in this unprecedented time.

PART 1: PRE-WORK AND DISCUSSION QUESTIONS

At the end of Week 5 (prior to your Week 6 session), ask scholars to read the article or watch the video below. Choose which resonates most with you and this week's topic of *'Enable Others to Act.'* Discussion questions for each resource are also provided to help show how the resources tie into *'Enable Others to Act'* and to the scholar's own leadership journey.

You can either provide these questions to the scholars when sending the resource and ask them to begin thinking about them in preparation for your call or save them to ask on the call to prompt conversation.

Option 1: [Eight Ways to Build Collaborative Teams](#) by Lynda Gratton and Tamara J. Erickson

- Rank these eight ways in order from the most-practiced and well-executed in your chapter to least-practiced and poorly-executed in your chapter.
- Considering your top-listed practices that your chapter exhibits well, how can you improve or implement one of those practices virtually with your chapter over the next six months?
- Considering your bottom-listed practices, how can you effectively implement one of those practices virtually with your chapter over the next six months?



- As a leader in the current environment, which of these ways do you see as the hardest to adopt for you personally, and why? How can you overcome this and provide collaborative team structure next semester?

Option 2: Two video clips from Apollo 13 ([First video](#); [second video](#))

- List out the three most obvious emotional characteristics Gene embodies during both of these crises. Beside each of these emotional characteristics, list one instance where this characteristic was helpful and successful in working through a problem or crisis in your personal life, in your chapter or on your campus.
- Does Gene provide direction that is open ended or direct to his team? What is the advantage of his choice of direction?
- When have you provided that type of direction to a fellow chapter leader or group of brothers?
- In the first clip, Gene notes all of the players on the team that could help in solving the issue. What was the largest problem or issue with your chapter this past semester, and who can or could you have called on to help? List at least three people that can or could have helped that are not undergraduate brothers in your chapter.

PART 2: CONTENT

After engaging in a discussion around one of the resources, spend approximately 5-10 minutes ensuring the scholars understand the concept of 'Enable Others to Act.'

Walk scholars through the 2 tenets and 6 behaviors of this practice:

- Two tenets:
 - Foster collaboration by building trust and facilitating relationships
 - Strengthen others by increasing self-determination and developing competence
- Six behaviors:
 - Fosters cooperative relationships
 - Actively listens
 - Treats others with respect
 - Supports decisions other people make
 - Gives people choice about how to do their work
 - Provides leadership opportunities

Ask each scholar to share one act they have done or could do that exemplifies '*Enable Others to Act.*'

Ask scholars to refer back to their SLPI:

- How did they score themselves in this area?
- Ask scholars who scored highly in this area to provide advice to the men who scored lower in this area. What can these men do to become more proficient at enabling others to act?



- How can you best exemplify this practice, particularly in these unprecedented times?

Leave this part of the session making sure the scholars understand that people are often stronger as a collaborative force and to be a great leader, you must foster collaboration and share the power. Active listening and treating others with respect supports stronger relationships, teams and thus, leadership.

PART 3: DISCUSSION

Now that the scholars have a basic understanding of '*Enable Others to Act*', engage in a discussion about the practice and how it relates to leading their chapter and leading in this unprecedented time.

To help create a conducive environment for the discussion – and hopefully set the stage for everyone to be more vulnerable – consider having your own personal story about a meaningful time when you, or someone else, enabled others to act.

- What did you (or they) do?
- How did it make you feel?

Sample discussion questions:

- How does '*Enable Others to Act*' relate to the world's situation today? Do you think it's more or less important than pre-pandemic? Why?
- How does '*Enable Others to Act*' relate to your SigEp experience? Your chapter? Your leadership in the chapter?
- With changes you may see in the upcoming year because of the pandemic, how can you lean on '*Enable Others to Act*' to better lead during this time?
- How do your strengths play into '*Enable Others to Act*'? What about your weaknesses?
- How do those strengths and weaknesses in '*Enable Others to Act*' impact those around you?
- How can what you've taken away from this discussion affect how you work with your chapter brothers?
- How can you engage people, especially your fellow brothers, most effectively in this leadership principle?

PART 4: ACTION-PLANNING

It's important that these discussions turn into something actionable. Prior to the next session (Week 7), ask scholars to complete the '*Enable Others to Act*' section of their action-planning chart. In doing so, they should reflect, identify and document the strengths they have in this practice and ways they can build on these. Conversely, they should do the same for areas of opportunity.

You may want to ask scholars to share 1-2 actions they will take, as identified on their chart, with the group during the week.

Additionally, consider charging the scholars to put '*Enable Others to Act*' into play now. Ask them to do something thoughtful in the next week (ex: foster a team project, actively listen during a conversation, support someone's decision and offer to collaborate with them on it, etc.) and report back to the group with what they've done.



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LEARNING OUTCOMES:

- Scholars gain an understanding of the leadership practice, 'Encourage the Heart', and can apply its benefits and behaviors to improve their leadership skills in actionable ways.
- Scholars use their understanding of 'Encourage the Heart' to engage in vulnerable discussions about how they can use this practice to lead their chapter in this unprecedented time.

PART 1: PRE-WORK AND DISCUSSION QUESTIONS

At the end of Week 6 (prior to your Week 7 session), ask scholars to watch one of the videos below. Choose which resonates most with you and this week's topic of *'Encourage the Heart.'* Discussion questions for each resource are also provided to help show how the video ties into *'Encourage the Heart'* and to the scholar's own leadership journey.

You can either provide these questions to the scholars when sending the resource and ask them to begin thinking about them in preparation for your call or save them to ask on the call to prompt conversation.

Option 1: [Joe Burrow's Heisman acceptance speech](#)

- Inherently, the Heisman trophy is an individual accolade. But athletes almost always push the recognition away from themselves and Joe Burrow was no different. Joe listed name after name, explaining how and why they were as important as he was in his award. What makes this so important and powerful?
- Whose hearts did Joe Burrow encourage? How do you think it made them feel?
- Think about your own life – in what facet(s) of your life can you use the power of recognition and encouragement? How would that strengthen your own leadership?



- How are you living your life (in your chapter, community, family, etc) to be worthy of recognition? If your chapter brother was receiving a hypothetical Heisman, what would he say about your contributions to his life?
- Reflect on a time you encouraged the heart of someone in your life. What was the response from that person? And how did it make you feel?
- In this time of social distancing, where face-to-face interactions are difficult, do you think encouraging the heart is more or less important? What are ways you can 'Encourage the Heart' in this time of isolation?

Option 2: [A letter to a person on their first day here](#)

- How did you feel after watching this video? Is there someone in your life who is constantly treating others with respect and finding ways to encourage them? How does this help make them a better leader?
- What lessons can you take from this video and start using with the men in your chapter or on your executive board? How could you help others on your teams adopt this culture of catching each other winning and inspiring one another?
- At the end of the video, it reminds you to let everyone know that you're glad they're here. When men join your chapter, how do you make it special and known that you're glad they are a SigEp? How do you continue to do that once they've been in the chapter for a few years?
- In this time of social distancing, where face-to-face interactions are difficult, do you think encouraging the heart is more or less important? What are ways you can encourage the heart in this time of isolation?

PART 2: CONTENT

After engaging in a discussion around one of the videos, spend approximately 5-10 minutes ensuring the scholars understand the concept of '*Encourage the Heart.*'

Walk scholars through the 2 tenets and 6 behaviors of this practice:

- Two tenets:
 - Recognize contributions by showing appreciation for individual excellence
 - Celebrate the values and victories by creating a spirit of community
- Six behaviors:
 - Praises people
 - Encourages others
 - Provides support and appreciation
 - Publicly recognizes alignment with values
 - Celebrates accomplishments
 - Creatively recognizes people

Ask each scholar to share one act they have done or could do that encourages the heart:

- Who was it/would be for?
- What did/could they do? (ex: write them a card, make a post about them, call them, highlight them at a chapter meeting, etc.)



Ask scholars to refer back to their SLPI:

- How did they score themselves in this area?
- Ask scholars who scored highly in this area to provide advice to the men who scored lower in this area. What can these men do to become more proficient at 'Encourage the Heart'?
- How can you best exemplify this practice, particularly in these unprecedented times?

Leave this part of the session making sure the scholars understand that people don't always remember what you did, but they will always remember how you made them feel. To be a great leader, you must make a difference in the lives of those who follow you. A difference can only be made with authentic leadership and encouragement.

PART 3: DISCUSSION

Now that the scholars have a basic understanding of *'Encourage the Heart'*, engage in a discussion about the practice and how it relates to leading their chapter and leading in this unprecedented time.

To help create a conducive environment for the discussion – and hopefully set the stage for everyone to be more vulnerable – consider having your own personal story about a meaningful time when you encouraged the heart (or someone else encouraged yours).

- What did you (or they) do?
- How did it make you feel?

Sample discussion questions:

- How does 'Encourage the Heart' relate to the world's situation today? Do you think it's more or less important than pre-pandemic? Why?
- How does 'Encourage the Heart' relate to your SigEp experience? Your chapter? Your leadership in the chapter?
- With changes you may see in the upcoming year because of the pandemic, how can you lean on 'Encourage the Heart' to better lead during this time?
- How do your strengths play into 'Encourage the Heart'? What about your weaknesses?
- How do those strengths and weaknesses in 'Encourage the Heart' impact those around you?
- How can what you've taken away from this discussion affect how you work with your chapter brothers?
- How can you engage people, especially your fellow brothers, most effectively utilizing 'Encourage the Heart'?



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PART 4: ACTION-PLANNING

It's important that these discussions turn into something actionable. Prior to the next session, ask scholars to complete the *'Encourage the Heart'* section of their action-planning chart. In doing so, they should reflect, identify and document the strengths they have in this practice and ways they can build on these. Conversely, they should do the same for areas of opportunity.

You may want to ask scholars to share 1-2 actions they will take, as identified on their chart, with the group during the week.

Additionally, consider charging the scholars to really put *'Encourage the Heart'* into play now. Ask them to do something thoughtful in the next week (ex: send a handwritten card, call someone with whom they haven't spoken to in a while, etc.) and report back to the group with what they've done.



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LEARNING OUTCOMES:

- Scholars engage in discussion about leadership in this pandemic and leave feeling more confident in their abilities to do so.
- Scholars reflect on the value of this Virtual Ruck experience.
- Scholars identify actions they will take to be a better leader within their chapter this upcoming academic year.

PART 1: PRE-WORK AND DISCUSSION QUESTIONS

At the end of Week 7 (prior to your Week 8 session), ask scholars to either watch the video or read the article below. Choose which resonates most with you and this week's closing session focused on leading in the midst of change and applying what they've learned to leadership within their chapter. Discussion questions for each resource are also provided to help show how the video ties into these topics and to the scholar's own leadership journey.

You can either provide these questions to the scholars when sending the resource and ask them to begin thinking about them in preparation for your call or save them to ask on the call to prompt conversation.

Option 1: [Five ways to lead in an era of constant change](#)

- Hemerling talks about the negative consequences when leaders wait too long to act in a time of crisis. What could be the impact of waiting to act or not doing anything to change your chapter during this unconventional time?
- Similarly, what could be the impact of focusing on the short-term with your chapter and not looking towards the future (when this time period has passed)?
- His constant theme is "put people first". Why is that important, especially right now? How does that pertain to SigEp and your chapter?
- What does his phrase of "going all-in" mean for SigEp and your chapter?



- Hemerling often talks about "crisis mode". Is SigEp/your chapter in a "crisis mode" right now? Why or why not?
- Which imperative resonated with you the most and why? How does it relate to leading your chapter during this crisis?
- What one thing can you take away from this video that will help you lead during this time?

Option 2: [The balance needed to lead change](#) (from Harvard Business Review)

- The authors emphasize the point that you must focus on your people and not just the business side of ushering your organization through change. How can you help your chapter brothers navigate this time as you and your fellow leaders make necessary changes to adapt to this environment?
- What does "trust through authenticity" mean to you? How can you use this in your chapter?
- The authors mention six different "balances" you need to strike when leading change. Which resonated with you the most with regards to leading your chapter? Why?
- Which of the "six balances" do you think you already do well? Where do you or will you struggle?
- Which of the "six balances" do you think is the easiest to navigate? Most challenging?
- The authors talk about building a "strong foundation of trust" so others will follow you as you lead. How do you build that foundation, particularly in your chapter?

PART 2: LEADING IN THE MIDST OF CHANGE DISCUSSION

Both the video and the article above revolve around leading in the midst of change. For these young men, the upcoming academic year could be riddled with change. Will scholars be on campus for the entire year? Will social distancing change the way they participate in classes or their time outside the classroom? How will the pandemic affect their chapter experience? Recruitment? Their BMP? Their programming? And so much more...

Throughout this experience, you've engaged these scholars in discussions about the five practices and how those associated behaviors can help them navigate through this unprecedented time.

Ask scholars to go back and revisit the leadership section of their action planning chart where they identified their desired outcome from this Virtual Ruck experience in Week 1. Did they achieve it? If not, what are they going to do to ensure they achieve it?

As we wrap up the program, open the discussion back up to the young men and allow them an opportunity to talk about what they are feeling and how they can best weather this storm. Some potential discussion questions include:

- What will be different about this upcoming academic year as a result of COVID-19?



- What challenges do you think your chapter will face because of the pandemic? How will you navigate those?
- How does this change your leadership? Or should it?
- How do these changes make you feel? Scared? Nervous? Or maybe excited for the challenge? (note: goal here is to help them understand that anything they are feeling is normal and not everyone will look at change the same way, which is OK)
- What tools/resources do you have to help you? What are you going to need that you don't have yet, and how do you find it?
- What have you learned through this Virtual Ruck experience that can help you navigate through these changes?

PART 3: CLOSING

It's time to "tie the bow" onto the end of our Virtual Ruck experience. Engage the scholars in a virtual gavel pass. You can give any or all of the following prompts (or "pass" the gavel several times, each with a different prompt):

- What was your Virtual Ruck experience like?
- What is your biggest takeaway from this program?
- What is the one thing you're going to do to improve your leadership this coming year?
- What is the one thing you're going to do to improve your chapter?
- What do you want to say to your fellow scholars and facilitator(s)?
- What challenge do you have for your fellow scholars as you start this new academic year?

Be prepared to end the gavel pass with your own words of wisdom and any challenges you have for the scholars. Thoughts could include:

- The growth you've seen in the scholars throughout this experience
- What you've learned from your small group (or your biggest takeaway)
- A story about how you've led during change and the success you saw
- Challenge them to continue to use one another throughout the upcoming year – stay in touch, ask questions, push one another, hold everyone accountable, etc.
- Challenge them to not put this experience on a shelf. Actively use what they've learned to improve



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POST-PROGRAM FOLLOW UP

After Virtual Ruck is over, we encourage and challenge you to follow up with your small group throughout the academic year. We have no idea what the next twelve months will bring, but there's a high likelihood it could be tumultuous and these scholars may desperately need an outlet.

Here are some ideas for possible follow-up opportunities:

- Create a way for the group to engage post-program through tools like:
 - Facebook group
 - GroupMe
 - Snapchat group
 - Slack threads
 - Email
- If you run across a great article, video, podcast, etc. that illustrates great leadership or one of the practices, send it to the group and open up a discussion about it.
- Periodically pick one of the leadership practices and ask the group what they've done to improve in that area (as identified on their action planning chart)
- Work with the scholars to create [SMART goals](#) around either their leadership behaviors or around something they want to change within their chapter. Hold them accountable to both making and executing the plan.
- Once the fall semester is underway, ask the scholars what challenges they are facing as a result of the pandemic and see if you (or the other scholars) can help provide ideas/solutions.
- As other leadership opportunities come up (like Life After College, Carlson Leadership Academy, Conclave, etc.), encourage your scholars to attend and help them understand the benefit(s) to them and their chapter. Propose to sit together or spend some time after the virtual event to debrief what they learned.
- Get the group together for a Zoom call a few times during the year to talk about how they are doing and where they need help. Set calendar reminders now to arrange those!
- Find something fun for the group to do virtually (ex: discord server or slack for video games, movie night with Netflix, etc.)



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THE LEADERSHIP CHALLENGE

	<u>Model the Way</u>	<u>Inspire A Shared Vision</u>	<u>Challenge the Process</u>	<u>Enable Others to Act</u>	<u>Encourage the Heart</u>
<u>Commitments</u>	<p>Clarify your personal values</p> <p>Align actions with shared values</p>	<p>Envision the future by imagining possibilities</p> <p>Enlist others in a common vision</p>	<p>Search for new and innovative opportunities</p> <p>Experiment and take risks while generating small wins and learning from mistakes</p>	<p>Foster collaboration</p> <p>Strengthen others by sharing power and discretion</p>	<p>Recognize your team's contributions</p> <p>Celebrate victories</p>
<u>Behaviors</u>	<p>Sets a personal example</p> <p>Aligns others with their principles and standards</p> <p>Follows through on promises</p> <p>Gets feedback about actions</p> <p>Builds consensus on values</p> <p>Talks about values and principles</p>	<p>Looks ahead and communicates future</p> <p>Describes ideal capabilities</p> <p>Talks about vision of the future</p> <p>Shows other how their interests can be realized</p> <p>Paints "big picture" of group aspirations</p> <p>Communicates purpose and meaning</p>	<p>Develops skills and abilities</p> <p>Helps others take risks</p> <p>Searches for innovative ways to improve</p> <p>Asks "what can we learn?"</p> <p>Makes certain that goals, plans and milestones are set</p> <p>Takes initiative in experimenting</p>	<p>Fosters cooperative relationships</p> <p>Actively listens</p> <p>Treats others with respect</p> <p>Supports decisions other people make</p> <p>Gives people choice about how to do their work</p> <p>Provides leadership opportunities</p>	<p>Praises people</p> <p>Encourages others</p> <p>Provides support and appreciation</p> <p>Publicly recognizes alignment with values</p> <p>Celebrates accomplishments</p> <p>Creatively recognizes people</p>



TECHNOLOGY RESOURCES

Throughout the Virtual Ruck Leadership Institute, it is our goal to equip you with the tools and resources you will need to smoothly run your small group sessions. Listed below are several options of video teleconferencing platforms you can use, all of which are free for the host with your small group. However, you are certainly able to use whatever platform you choose, as long as there is video and audio capability.

Cisco Webex – Cisco supports up to 100 participants on a call and does not have a limit on duration. The free version allows up to 1 GB of cloud storage, file sharing and the ability to record a video conference. A desktop and phone app is available to ease use.

Google Hangout – Google supports up to 10 participants on a call and does not have a limit on duration. SigEp Headquarters uses Google Suite and has the ability to offer Google Hangout for up to 250 people with a unique link for each call. If you wish to use Google Hangout through SigEp's Google Suite, please let your staff contact know.

Jisti – Jisti is a free service that supports a video conference of 75 participants for an unlimited period of time. To record your Jitsi conference, you can stream to YouTube and then pass the link around (private or unlisted) or simply download the file for safekeeping.

Skype – Skype offers a free service that allows 50 participants for an unlimited duration. Phone users will need to download the Skype app. Skype offers users the ability to record their teleconferences and save on Skype's cloud for 30 days.

Zoom – Zoom offers a free service that allows up to 100 participants for up to 40 minutes per video conference. There are no limits on the number of calls you can host. If you have the paid account version, it will waive the time limit. Zoom is accessible through desktop and phone app.



Some helpful hints to have effective virtual learning and communication:

Prior to a meeting:

- Test your meeting connections in advance. Set up a "practice" session with your co-facilitator (if applicable) or a friend/family member. Each person should try logging in with the information provided and utilize the video and audio components. Take any necessary notes from your "practice" session that may be helpful to scholars and send to them in advance.
- Be sure you send specific instructions to scholars in advance letting them know exactly how to access the session.
- As the host, start your conferencing connection a few minutes before the meeting start time to re-check the connection and be the first person scholars see.
- Test your microphone and video connection before others join the call.
- Decide if you'll be recording the session or not and, if so, how you will utilize the recording.

During a meeting:

- Play the role as meeting facilitator and host:
 - Welcome scholars as they arrive and keep track of who has and has not logged in.
 - Establish visual or verbal cues, such as raising a hand, to indicate when someone wants to actively contribute verbally to the meeting as well as any other expectations/etiquette you or others have.
 - Limit "side conversations" and multitasking or ensure all participants are engaged.
 - Actively find ways to engage all scholars and do not let one or two men monopolize the conversation.
 - Virtual Ruck was designed to incite discussion within the group, especially since studies have shown that the length of time people stay engaged is much shorter in a virtual than in-person environment. If you've found yourself, as the facilitator, talking for more than a couple of minutes, find ways to get others participating.
- Have all participants share their video and audio.
 - Ensure all participants can see and hear all other participants.
 - Ensure location lighting does not limit a participant's visibility (e.g., avoid backlighting from windows or lamps).
 - Have participants mute their microphones if their location has excessive background noise or they will not be speaking at that time.
- Make sure all participants have equal access to content by sharing all content within the video conferencing connection and/or using online tools like email or document sharing.
- Instead of asking "who has something to say about this", you can use mechanisms like a go-round where scholars would call on the person after them (ex: John Sigma answers the question and then says "OK, Joe Phi, your turn...")