Navigating the Seven C’s of Leadership Retreat

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Abstract

With an increase in student population at Oregon State University, there is now a greater demand for student based learning programs. Developing student leaders is an integral piece of overall student involvement on campus, stemming from the need for leadership development courses. The Social Change Model of Leadership Development (Astin & Astin, 1996) is used as the premise for a two-day retreat where students will develop leadership skills through the Seven C’s model of Leadership. Group activities, challenges, and reflection are integral tools for developing the emerging student leader.

*Keywords:* leadership, activity, reflection, seven C’s, collaboration, students, development
Overview

It has recently come to the attention of Oregon State University that there is a need for leadership development specifically targeted at first year students. Among other courses and emerging programs is the Navigating the Seven C’s of Leadership retreat during connect week. This retreat is a precursor to ALS 199 U-Engage: Exploring Leadership taught by the Vice Provost of Student Affairs Larry Roper. The purpose of this two-day retreat is to give students a foundation in the Social Change Model of Leadership Development (1996) and build relationships prior to the U-Engage Course. The course will be composed of twenty-five first year students with varying degrees of leadership experience.

We also will be using Stanford’s Theory of Challenge and Support (1967) by challenging students to think critically of leadership in a structured environment consisting of leadership building activities, reflection, and debriefing. This theory will help support and reinforce the Seven C’s theory, which will be the main focus of the training with the students.

We will also discuss Astin’s (1984) Theory of Student Involvement, which stresses the correlation between student involvement and development. By introducing the importance of leadership to these students prior to classes beginning we intend to jumpstart their involvement. For student learning and growth to take place, students need to actively involve in their environment, both in and out of the classroom (J., S., & Guido-DiBrito, 1998).

One of the course objectives is for students to understand themselves as an emerging leader through the framework of the Seven C’s model of social change. The Seven C’s are: Consciousness of Self, Congruence, Commitment, Collaboration, Common Purpose, Controversy with Civility, Citizenship (Astin & Astin, 1996).
Program Description

The two-day retreat will go into great depth with each individual stage of the Seven C’s Model of Leadership Development (1996). Spending several hours with each C, activities will range from comprehension of the stage, to artistic projects, to team building and individual reflection. The two-day retreat culminates in a day of service, where students will be asked to participate in the OSU Day of Caring. As a culminating experience for the two-day retreat, and as a transition to the U-Engage course, students will debrief their experiences with all seven stages. During the first week of the U-Engage class students will translate their experiences into a continued growth action plan.

Learning Outcomes:

- Students will be able to define the seven C’s of the model
- Students should understand their values and how they affect behavior
- Students should be able to explain how they will act in congruence with their values
- Students will be able to demonstrate commitment to leadership and personal growth
- Students will be able to compare and contrast with others and compromise to create a statement of common purpose
- Students will demonstrate the ability to collaborate with others in a functioning team
- Students should be able to question their own beliefs and values and those of others while maintaining civility
- Students will be able to appraise their own place as a person actively engaged in their community

Navigating the Seven C’s of Leadership Student Agenda

Thursday, September 22nd, 2011

8:00am-8:30am  Check in and Breakfast
8:30am-9:00am  Discussion with U-Engage Professor Larry Roper
9:00am-10:00am Load bus and drive to Camp Attitude
10:00am-10:30am Who am I? Activity
10:30am-10:50am Introduction to the Social Change Model
10:50am-Noon  Values Activity
Noon-1:00pm   Lunch
**Assessment survey will take place on the first day of the U-Engage class.**

**Introduction: Navigating the Seven C’s Facilitators Guide**

**Welcome and Introduction of facilitators (5 Minutes)**

**Name game (10 minutes)**
- Each person chooses an action-word to go with their name (e.g., "Swimming Sam"), then show the action to the group who repeat it by saying hi “Swimming Sam” and do the motion Sam choose to represent his action. After you make it through the whole circle. Challenge group members to see if they can remember everyone’s name.

**Train Crash (15 minutes)**
- Place 24 pieces of tape on the ground in a large circle. Group members will find a piece of tape to stand on; one person will need to start in the middle. The person
in the middle will say their name as well as state a fact about them, for example, “My name is Tara and I love to swim.” Anyone in the circle who loves to swim will need to move off their piece of tape and find a new piece of tape to stand on. You may not move to the piece of tape next to you. The person who cannot find a piece of tape is now the person in the middle of the circle.

Who am I? (20 minutes)
- Give students 10 minutes to write a poem about themselves. Addressing the following two questions:
  - Who am I?
  - How am I a leader?
*(Facilitation note: read students an example of a Who am I poem?)*
- Have students share their poems in groups of five.

Leadership questions (10 minutes)
In new groups of five discuss the following questions with your group:
- How are you a leader?
- Do you think of yourself as a leader?
- When did you first think of yourself as a leader?
**Share out to large group (challenge by choice)**

Introduction to the Social Change Model PowerPoint (20 minutes)
- The model was created in 1994.
- This model is used to inform leadership at many college campuses.
- The model was built on the following assumptions
  - “Leadership” is concerned with effecting change on behalf of others and society
  - Leadership is collaborative
  - Leadership is a process rather than a position
  - Leadership should be value-based
  - All students (not just those that hold formal leadership positions) are potential leaders
  - Service is a powerful vehicle for developing students’ leadership skills

The “Seven C’s”

*Individual Values*
- Consciousness of self: Awareness of the beliefs, values, attitudes, and emotions that motivate one to take action.
- Congruence: Thinking, feeling, and behaving with consistency, genuineness, authenticity, and honesty.
- Commitment: Motivational energy to serve and that drives the collective effort. Commitment implies passion, intensity, and duration.
**Group Values**

- **Collaboration:** Working with others in a common effort. It constitutes the cornerstone value of the group leadership effort because it empowers self and others through trust.
- **Common Purpose:** Working with shared aims and values. It facilitates the group’s ability to engage in collective analysis of the issues at hand and the task to be undertaken.
- **Controversy with Civility:** Recognizes two fundamental realities of any creative group effort: that differences in viewpoint are inevitable, and that such difference must be aired openly but with civility.

**Community/Social Values**

- **Citizenship:** Process whereby the individual and the collaborative group become responsibly connected to the community and the society through the leadership experience.

**Change**

Change: “Hub” which gives meaning and purpose to the Seven C’s. Change, in other words, is the ultimate goal of the creative process of leadership - to make a better world and a better society for self and others.


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**Consciousness of Self Lesson Plan**

Basic points of Consciousness of Self:

- Being aware of the beliefs, values, attitudes and emotions that motivate one to take action; key to being able to develop consciousness of others.

**Activity #1: What’s up with values? (40 minutes):**

- Group brainstorm on the definition of values.
- Complete the Values Weighing Exercise Worksheet (See Appendix A)
- Have participants share their top three values in triads.
- Debrief activity in large group.
  - What did you learn about yourself?
  - Were there any surprises? Any themes?
  - How do these values show up in your everyday life?

**Activity #2: Break it down! (20 minutes)**

- Give each participant 16 note cards.
- Write one response per note card:
  1. 4 people
2. 4 things (material possessions)
3. 4 values/beliefs
4. 4 experiences (can be past, present and future)
   - Have them rip up 5 cards, then 4, then 3, then 2, and then 1 more. Participations should have 1 cards remaining.
   - Debrief questions:
     o What card do you have remaining?
     o Is it a person, thing, belief, or experience?
     o How did it feel to have to rip up things/people that are important to you?
     o Did it become more challenging as the activity or vice versa?

Activity #3: Big Picture (10 minutes):
   - In groups of 5 talk about the following questions.
     o Is your life right now consistent with your personal values? Why or why not?
     o Why are values important to leadership?
     o How do your values affect your leadership style?
   - Small groups share out to the large group.

Resources needed for facilitation:
   - Values Weighing Exercise (See appendix A)
   - Big post-it notes and markers
   - Note cards

Congruence Lesson Plan

Basic points of Congruence (10 minutes):
   - Understanding and being consistent with one’s own values, beliefs, strengths and limitations
   - Interdependence with Consciousness of Self
   - Congruency tests an individual personally and collectively

Activity- Individual Reflection (60 minutes):

Congruence is part of the Individual Values in the Social Change Model, therefore it is appropriate to take some time for the students and brainstorm and reflect on their individuality.
   - Hand out paper and magazines; explain to the students that they are to create a collage that describes their individual values, beliefs, strengths, and limitations. Music and snacks will be distributed at this time to allow the students to feel comfort and ease. This is also a bonding time for the students with each other.
   - Provide paper and markers in a variety of colors so that students may express themselves.
   - Tell the students to separate their paper into four areas (draw a line straight down the middle length and crosswise). Label each box with the following titles: values, beliefs, strengths and limitations.
• Allow 15-20 minutes for the students to complete each box as they pertain to themselves.
• On the back of the paper, instruct the students to describe a situation in which you were part of a group where you did and did not exercise your own personal values, how it made you feel, and the outcome or end result of the groups cohesiveness.
• Get into groups of 4-5 people to discuss your situations; this will enable the other to develop an understanding of which you are an individual. The goal of this activity is to identify self and gain knowledge and mutual respect with other group members.
• Allow students to share their reflections or situations with the group if they feel comfortable.

Resources needed for facilitation:
• Colored paper
• Colored pens/markers
• Magazines
• Scissors
• Glue stick

Commitment Lesson Plan

Have students define “Commitment.” (10 minutes)
Then show the actual definition of commitment from dictionary.com

Basic points of Commitment (5 minutes):

Commitment means to show loyalty, duty, or pledge to something or someone, and can refer to:

• Personal commitment, interaction dominated by obligations. These obligations may be mutual, or self-imposed, or explicitly stated, or may not. Distinction is often made between commitment as a member of an organization (such as a sporting team, a religion, or as an employee), and a personal commitment, which is often a pledge or promise to ones’ self for personal growth.

• Brand commitment refers to the strength of the relationship between consumers (or customers) and a particular brand (or service).

• Organizational commitment can mean something pledged by an organization as opposed to its members.

Activity (30 minutes):

A teambuilding activity where each participant gets one short piece of half of a pipe, and the group must work together to deliver a marble down the pipes from start point to finish. It will require a high level of communication and teamwork.

Start with an “easy” course and as they do the activity successfully, we will move on to the next course. It will be a “challenge” course, which will include obstacles as they do the activity.
This will show the meaning of commitment no matter what situation they are in. Making a commitment can be easy or challenging and each person will have to prove it by doing this activity!

**Reflection (10-15 minutes):**

Allow students to reflect on the activity and its positives and/or negatives. Also, what challenges they faced in making the commitment to succeed.

**Resources needed for facilitation:**
- 15 half pipes (5 x 12", 5 x 15", 5x 17")
- Assortment of balls
- An obstacle course

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**Common Purpose Lesson Plan**

**Basic points of Common Purpose (10 minutes):**
- To work with shared aims and values
- Enables the group to engage in collective analysis of the issues at hand and the task to be undertaken
- Best achieved when all members of the group share in the vision and participate actively in articulating the purpose and goals of the activity

**Activity-Pipeline Mission Statement (45 minutes):**

Explanation: Group and individual values can often apply to establishing a purpose for a group of individuals in an organization. Having identified the triad of values of the group during the consciousness of self-exercise we will begin to correlate and define a purpose. Coupled with values is a sense of meaning, what does the group stand for, who are they, and why do they exist? Explain that a shared group purpose will allow the group to set and achieve goals in a healthy group setting.

- Take the values triad and list them on a white board, overhead, or a giant sheet of paper in plain sight.
- In small groups (3-4 people) compile a list of the groups meaning, what they stand for who they are, and their reason for existing ECT.
- Compile the lists of all of the groups on a white board, overhead, or a giant sheet of paper in plain sight.
- Discuss the list point by point with the students and allow them to voice the opinions on each. This will allow them to start seeing the perspectives of their peers and gain a sense of the perceived meaning of their group.
- Have them rank the top three values in a triad much like the values were done previously.
• Create a mission statement of the group based off of the group’s perceived meaning and values. Blooms Taxonomy can be passed around for this exercise. The goal of creating a mission statement will help the students to identify their common purpose.

Debrief (15 minutes):

• Was anyone surprised by the list of the perceived meaning of the group that was generated by your peers?

• What correlation to the values that were defined in the beginning of training with the groups meaning and how did the values and meaning correlate with the common purpose that was created?

• What are your reactions to the group’s common purpose? Are there any elements that should be added or taken away? If so what?

• Who can relate setting and achieving goals with the purpose? What parallels can be drawn to the need to have a defined purpose?

Resources needed for facilitation:
• Projector, giant paper, or a white board
• Bold markers or dry erase pens
• Blooms Taxonomy handout
• Notebook paper/scrap paper

Collaboration Lesson Plan

Basic points of Collaboration:
• Working with others towards a shared vision
• Empowers individuals through trust
• Collaboration capitalizes on individual talents and perspectives of each group member, as well as the power of diversity to generate creative solutions and actions as a whole

Brainstorming Questions (10 minutes):
• What has brought us together today?
• Group Debrief

Leadership: The common thread that brings each of these individuals together for a shared goal.

Activity (40 minutes):
Scenario: Survival Equipment
“Your plane crashed...you need to choose the 10 most useful items to survive...”
Participants choose/rank the items individually (10 minutes)
Choose / rank equipment items in terms of their relative survival value:
______Flashlight and batteries
### SEVEN C’s OF LEADERSHIP

- Watch or Clock
- Radio and Batteries
- Toilet Paper
- Toothbrush and Toothpaste
- Soap
- Deodorant
- Shampoo
- Household Bleach
- Large, plastic trash bags
- Bath Towels
- Paper Towels
- Paper plates, napkins/paper towels, plastic eating utensils, plastic cups
- Blankets
- Sleeping Bag
- Knife & Razor Blades
- Garden Hose
- Money Scissors
- Tweezers
- Rubbing Alcohol
- Sponges
- Pre-moistened Towelettes
- Ground cloth
- Candles
- Matches
- Newspaper
- Large trash cans
- Lanterns
- A Golf Club
- Bandaids

After you have decided on the items that you need for survival come together as a group and come to a consensus on the 10 items your group would choose. Try to come to a group decision rather than voting or majority rules. (30 minutes)

**Debrief Questions (20 minutes):** Helping to illustrate the importance of collaborative group decision-making.

- How were decisions made?
- Who influenced the decisions and how?
- How could better decisions have been made?
- Did people listen to each other? If not why not?
- What roles did group members adopt?
- How was conflict managed?
- What kinds of behavior helped or hindered the group?
- How did people feel about the decisions?
- How satisfied was each person with the decision (ask each participant to rate his / her satisfaction out of 10, then obtain a group average and compare / discuss with other groups’ satisfaction levels)
• What have you learned about the functioning of this group?
• How would you do the activity differently if you were asked to do it again?
• What situations are similar to this exercise?

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**Controversy with Civility Lesson Plan**

Definitions and overview (20 minutes)
Have students share their definitions of the word Controversy
Have students share their definition of the word Civility

Basic points of Controversy with Civility:
- Difference will exist in the group; the differences can be accepted and resolved through open and honest dialogue
- Requires trust amongst the group members
- Conflicts need to be resolved but also integrated into the common purpose

Activity: Crossing the line (15 minutes)
Instructions
1. Have participants form a single line. Ask everyone to listen carefully and maintain silence through the exercise
2. Facilitator reads off a series of statements. After each statement, participants will form two groups
3. If the statement is true for you, you should step forward, then turn around and face the other group. If the statement is not true for you, remain where you are.
4. After each statement, facilitator allow participants a few minutes to note who is standing where, then ask everyone to step back to their original positions.

Sample Statements
- I identify as a leader
- I have lived outside the state of Oregon
- I am good at setting and achieving my goals
- I have been to at least 5 events put on by a cultural center
- I have traveled outside of the country
- I speak and understand 2 or more languages
- I am good at time management
- I have received grades lower than what I wanted
- I don’t have to cope with frequent catcalls because of my gender
- I have broken a bone before
- I grew up in a safe neighborhood with good schools
- I am a visual learner

Debrief game in small groups (10 minutes)
Sample debrief questions:
- How did this game make you feel?
• What statements stood out to you?
• Did you feel safe? Unsafe?
• Did you learn anything surprising about yourself?

Come together and talk about this experience as a large group (15 minutes)

Apply this activity to life at large:
   How do you respond to differences? How do you respond when you are hurt or slighted by someone?

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**Citizenship Lesson Plan**

**Review the previous stages as a whole group (10 minutes)**
Write responses and things learned on whiteboard, or sticky charts. Leave these thoughts for each category displayed.

**Introduce Main points of citizenship: (10 minutes)**
• Not simply membership, but active engagement in community
• Civic responsibility which works towards social change
• The practice of good citizenship should and needs to happen at every level of the model

**Day of Caring (4 hours)**
Do day of caring activity as a class

Debrief day of caring activity (30 minutes over dinner as a group)
Use the “what, so what, now what” debrief model

**What**  [→] **So what**  [→] **Now what?**

**What**- what was the activity?
   Highs and lows?
**So what**- What does this mean for you on an individual level, group level?
**Now what**- Where do you move forward from here? Next volunteer opportunities? Would you do this activity again? Find a new place to volunteer?

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**Closing Session**

Have the group gather in a large circle.
Ask the following closing debrief questions:

- Whip around: One word to describe this experience?
- What was the most impactful part of the retreat for you?
- What skills have you gained? How do you think these skills will apply to your journey here at OSU?

Closing activity:

Introduction: When you are selected to be a “tapper” please stand up quietly and tap people who you think fit the description read aloud.

- Have group members sit down, close their eyes and put their heads down.
- Select 5 tappers at a time. Make sure everyone gets a chance to be a tapper.
- Tap someone on the shoulder who:
  - Makes you laugh
  - Who made you feel special
  - You admire
  - You think has grown over the course of this retreat
  - You would call a friend
  - You would call in an emergency
  - Who makes you smile
  - You have learned something from
  - You may have had a misperception of
  - Challenged you to think differently
  - You want to be more like
  - You will stay in contact with long after this retreat
  - Motivates you
  - You are glad to have shared this experience with
References


Appendix A

Name: ____________________  Recitation Instructor: ____________________

**Values Weighting Exercise**

Directions:

1. In no particular order, list the ten values from the list on the board that are important to you on the left side of the page under values.

2. Using the Priorities Grid, compare value #1 with value #2. Circle the number of the value that is the most important of the two. Next compare values #1 with #3, then #1 with #4, until you complete all the comparisons on the Priorities Grid.

3. Count the number of times you circled each number (both horizontally and vertically) and write the amount in the Score column.

4. Finally, list your values in the Ranked Values column. The value with the highest count will be your top value. The value with the lowest count will be your lowest value.

5. If you have questions or need help, just raise your hand!

<table>
<thead>
<tr>
<th>Values</th>
<th>Priorities Grid</th>
<th>Score (frequency selected)</th>
<th>Ranked Values</th>
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A List of Potential Values

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<td>Physically Challenging</td>
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<td>Creativity</td>
<td>Fun/Happiness</td>
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<td>Independence</td>
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<td>Aesthetics</td>
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<td>Intellectual Status</td>
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<td>Excitement</td>
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<td>Helps Others/Society</td>
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<td>Exercise Competence</td>
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<td>Security</td>
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<td>Job Tranquility</td>
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<td>Work Environment</td>
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<td>Work Alone</td>
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<td>Public Contact</td>
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<td>Change and Variety</td>
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<td>Influence Others</td>
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<td>Status of Position</td>
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<td>Status of Company</td>
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<td>Adventure</td>
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<td>Time Freedom</td>
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<td>Recognition</td>
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<td>Advancement</td>
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<td>Money (High Salary)</td>
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<td>Community</td>
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<td>Fast Paced</td>
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<td>Deadlines/Under Pressure</td>
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9. __________  9 10  9. ___  9. __________

10. __________  9 10  10. ___  10. __________
Appendix B

Assessment: 7 C’s of Leadership Survey

Student/Participant name: ____________________________

Place a “✓” or “X” in the column you believe most accurately describes you before experiencing START training and the START programs.

4=Strongly Agree
3=Agree
2=Disagree
1=Strongly Disagree

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<td>Students should understand their values and how they affect behavior.</td>
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<td>Students will demonstrate the ability to collaborate with others in a functioning team.</td>
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<td>Students should be able to question their own and those of others while maintaining civility.</td>
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<td>Students will be able to compare and contrast with others and compromise to create a statement of common purpose.</td>
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<tr>
<td>Was the “7 C’s of Leadership” a good approach developing leadership with students and others using the activities presented?</td>
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<td>Would you recommend this program to future students or activities?</td>
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<td>Overall Rate?</td>
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