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Leadership and Career Development Program: LEAD-U

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Abstract Colleges and Universities have an overarching goal of equipping their business students with the skills they need to lead organizations in their future careers. However, traditionally, leadership is taught through a theoretical lens. Existing literature affirms that this method fails to prepare students for the pragmatic challenges they'll face once they become company leaders. A leadership and career development program, LEAD-U, is being proposed to solve this issue. The proposed program utilizes an approach that integrates activity-based Learning and reflective practice to meet the objectives of each of the eight modules. David Kolb's Experiential Learning Theory (ELT) is used to support the methods used in each module. Experiential Learning is an effective tool that can develop effective, adaptable, forward-thinking, and resilient leaders needed in today's evolutionary business world.

Keywords Experiential Leadership, Career Development, Leadership Training, Professional Development, Immersive Learning

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1. Introduction

Upon graduating from college or university, undergraduate students are expected to navigate the complexities of a globalized, multicultural professional world with changing organizational structures and flexible employment patterns (Zhao & Wu, 2022). At many, if not all universities, students who attend their undergraduate degree programs have various opportunities to get involved by becoming executive student board members of clubs and other organizations. The issue is that not many, if any, of these universities provide leadership and career development programs specifically focused on teaching leadership through experiential learning—especially for business students. The authors believe a leadership and career development program, LEAD-U (Leadership Excellence and Development Unleashed), will address this important issue.

LEAD-U stands out as a pioneering initiative, offering business students a unique opportunity to cultivate their leadership skills through experiential learning. In a rapidly evolving business landscape, theoretical knowledge alone is insufficient. Authentic leadership requires practical experience, adaptability, and the ability to inspire and guide teams effectively. LEAD-U bridges the gap between classroom learning and real-world application, empowering individuals to translate theoretical insights into actionable leadership practices.

LEAD-U is grounded in the principle that leadership is best learned through doing. According to Kolb's Experiential Learning Theory, learning is a process where knowledge is created through the transformation of experience (Kolb, 1984). To this end, the LEAD-U curriculum integrates various hands-on activities such as teamwork and collaboration, communication skills, emotional intelligence, building cultural competence, building a personal brand, navigating feedback, adaptability and decision-making, and ethical leadership. These experiences are meticulously designed to mirror the multifaceted nature of contemporary business environments, ensuring individuals develop the practical skills needed to lead effectively.

Throughout the program, individuals will engage with peers in collaborative settings and tackle authentic business challenges that require innovative solutions. Research strongly indicates that experiential learning enhances skill acquisition and significantly improves retention and application of knowledge in real-world settings. The LEAD-U comprehensive approach ensures individuals emerge as versatile leaders, ready to excel in their careers with confidence and competence.

2. Review of Relevant Scholarship

The principal goal of many business schools is to train students to become future leaders (Jung & Shin, 2018). Considering this goal, it is imperative for business students to hone the critical skills needed to become versatile leaders and career professionals. However, molding students into leaders can be ineffective if it is done solely from a theoretical perspective. There needs to be a form of practicality that goes along with the theory. This level of practicality can be achieved through curating a leadership program with an experiential component. Leadership programs do not fail because there is not enough knowledge about how to be an effective leader, but rather they fail because there is not a pragmatic aspect. Leadership is not only about being aware of what to say or do; instead, it is contingent on one's readiness to confront the discomfort, risk, and uncertainty associated with a situation (Bregman, 2013). Bregman adds that the objective of every leadership program should be to aim for behavior change and the program participants should present themselves differently, saying and doing things in new ways that produce better results.

David Kolb developed the Kolb Experiential Learning Theory (ELT). ELT suggests that there are four steps in the experiential learning cycle: experiencing, reflecting, thinking, and acting (Institute for Experiential Learning, n.d.). In the experiencing stage of the cycle, the learner is actively utilizing their senses and perceptions to engage in what is happening now. Then through this engagement, they begin to reflect on what happened and connect feelings with ideas about the experience. Upon reflection, it is expected that the individual will start to think about conclusions and form theories that they will then assess and apply—the final stage.

Organizations like the National Aeronautics and Space Administration (NASA) teach leadership through tangible experiences. For example, to teach employees leadership skills such as trust building, teamwork, and collaboration, rather than hosting leadership workshops, NASA immerses employees in wilderness expeditions (Myers & Doyle, 2020). Individuals tend to learn better when they are placed in unfamiliar environments that challenge them to collaborate and think to overcome these challenges. For example, participating in adventure in the wilderness may

stretch their current capabilities, develop new skills, and take charge of decisions and outcomes, fostering key leadership characteristics such as adaptability, resilience, and the ability to tackle complex challenges.

Alongside honing leadership skills, business students can integrate career readiness into their undergraduate experience. A study was conducted by [Teriele & Sanatullova-Allison \(2023\)](#) at a small liberal arts college, in the Northeastern region of the United States. The researchers aimed to identify if there was a need for students to engage in professional development at the undergraduate level. The study considered factors influencing students' professional development and career readiness such as internship experience, institutional initiatives, integrating professional skills into curricula, capstone courses, service learning, and the outlook for professional skills training. The results demonstrated that university faculty and staff play a crucial role in training students ([Teriele & Sanatullova, 2023](#)). Therefore, they need to be aware of the expectations of employers regarding the type of leadership qualities sought in students. The study also revealed the somewhat critical role of professional soft skills in achieving success, with a specific emphasis on communication skills and work ethics. The emphasis on the relevance of soft skills is not to discredit technical skills as they hold some weight in students performing well on the job; nonetheless, soft skills are more transferable as one changes careers or roles within the same organization.

Another study was conducted at a Chinese post-secondary institution to assess career development programs' impact on students' career-related outcomes. The factors used to measure these outcomes were career awareness, job-search self-efficacy, and career planning ability. The data yielded that students who have completed at least one career course showed career awareness and career planning capabilities that were 0.096 and 0.147 units higher, respectively, than those of students who did not complete career courses, with other variables held constant ([Zhao & Wu, 2022](#)). This study proves that it is important for students to have opportunities to learn about how they can enhance their career readiness and become more employable.

3. Methodology

It is expected that LEAD-U will be a 16-week program facilitated every fall and spring semester. Considering this expectation, a syllabus was created to outline how the program should be executed (see Appendix C). The program structure comprises eight modules. Each of these modules has individual objectives, activities, preparation assignments, and post-reflection assignments.

To determine the leadership trait that should be taught in each module, secondary sources were used as a guiding principle. Kolb's Experiential Learning Theory shaped how the experiential learning activities were implemented in each module of LEAD-U. For example, at the end of each activity, there is a reflection aspect, so that participants can connect their takeaways from the current module to other areas in their lives.

Additionally, the American Association of Colleges and Universities (AAC&U) conducted a survey to identify the skills employers want in graduates applying for entry-level roles. The survey population consisted of 500 executives and hiring managers from different size businesses. The sector with the highest representation was technology, comprising 27% of respondents. Following closely behind was banking or financial services (12%), manufacturing (nine percent), professional services (nine percent), health care and medicine (nine percent), and construction (nine percent), among others. The top skills identified were: work ethic, ability to take initiative, self-confidence, self-awareness, leadership, empathy, and emotional intelligence ([Flaherty, 2021](#)). This survey was instrumental in designing the syllabus for LEAD-U to ensure that these skills are taught in the program (whether directly or indirectly) and the objectives of experiential learning activities resemble these skills. This contributed to the potential effectiveness of the program, considering that students are being taught skills that employers are looking for. It will also be used as one of the quantitative data sources for this project.

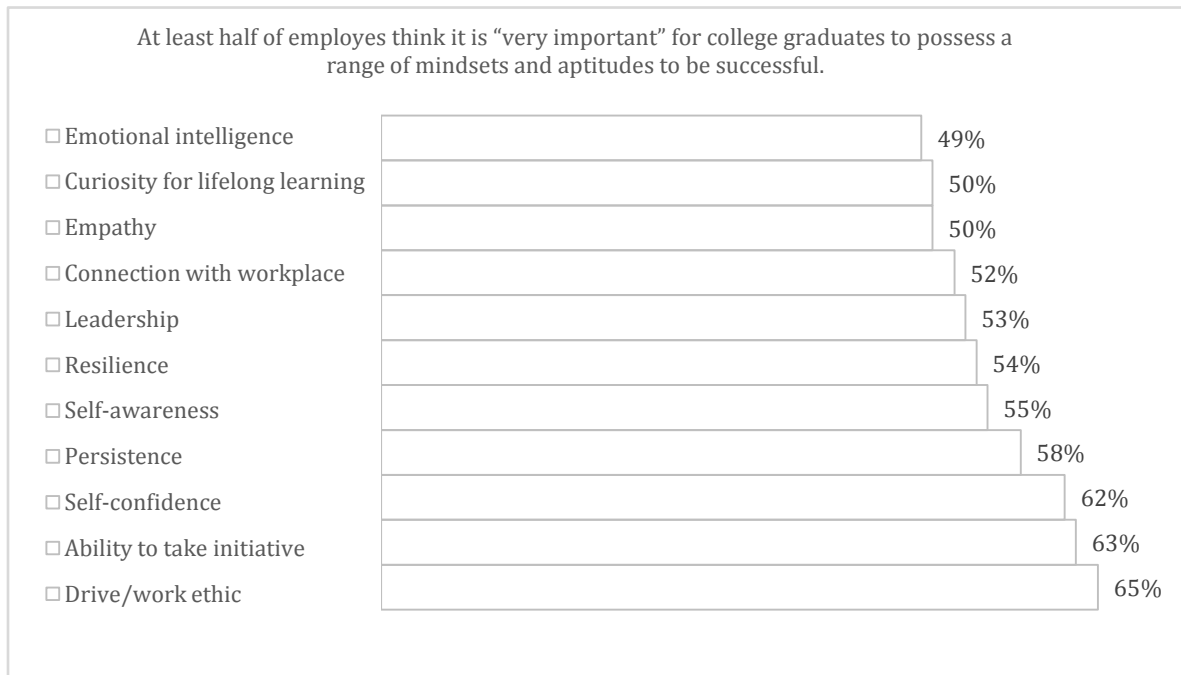


Figure 1

Source: *The American Association of Colleges and Universities*

Similarly, organizational scientist, executive coach, and leadership development consultant, Sunnie Giles, aimed to identify the most important leadership competencies. In the study, 195 leaders in 15 countries were included and asked to select the 15 most important leadership competencies from a list of 74. The top ten competencies were grouped into five categories: strong ethics and safety, self-organization, efficient learning, nourishment growth, and connection and belonging. In addition, the researcher found that it is important for leaders to be capable of creating a safe environment, demonstrate flexibility, and be able to communicate (Giles, 2016). This survey will be used to substantiate the need for learning modules on ethics, communication, adaptability, and cultural competency to be incorporated into the syllabus.

Moreover, online research platforms such as EBSCOhost and ProQuest were utilized to search for articles relevant to the research, supporting the necessity of teaching leadership through experiential learning. According to Sohmen, (2015) a good leader should be balanced, coordinated, and synergized for optimal organizational performance toward successful outcomes. Sohmen researched the relationship between leadership and teamwork. He found that to achieve such synergy, there needs to be some practices put in place. These practices include being visionary, communicating, collaborating, showing creativity, being goal-oriented, being a team builder, and empowering others. The paper also covered how to navigate working in teams and providing feedback. The people who make up a team may have different personalities, be motivated by different things, have different learning styles, and so on; therefore, a good leader must be able to tackle these differences well. As it relates to feedback, the paper outlined that feedback should be generated for the behavior rather than the person, therefore, striking a balance between constructive and remedial. The insights from this paper were used to inform LEAD-U's modules on constructive feedback, teamwork and collaboration, and communication.

Module three of the program focuses on emotional intelligence. To substantiate the selection of this leadership trait, a study conducted by Dr. Christopher Gransberry (2022), a researcher specializing in organizational leadership, was utilized. Granberry's research aimed to identify how emotional intelligence promotes leadership and management practices from over 615,395 respondents at 83 U.S. Federal agencies. The theoretical framework was informed by Goleman's theory, the Bar-On model theory. The researchers also sought to investigate if emotional intelligence (EI) improves leadership and managerial practices. The results of the study yielded that EI enhances leadership and managerial practices, thereby fostering greater employee satisfaction and engagement (Gransberry, 2022). EI can

also impact both the dynamics between leaders and employees and the organizational management and leadership strategies they implement.

Each module follows a preparation, an activity, and a reflection—the preparation tasks relate to the module's objectives. The preparation activities included worksheets, podcasts, and TED talks related to the topic of the specific module (see Appendix C for the syllabus). In some modules, flexibility is allowed in the reflection assignments. Considering this flexibility, rubrics were created for each type of reflection assignment (see Appendix B).

4. Program Walkthrough

The proposed leadership and career development program has eight modules and is intended to be completed in 16 weeks; at an accelerated pace, it can be completed in eight weeks. Each module has specific resources such as worksheets, TED talks, and podcasts that aid in achieving the module objectives. These resources also prepare students for the module, enhance interaction, and in some cases, help them reflect on what they have learned. The subsequent paragraphs outline the purpose and relevance of each resource to each module.

Module One: Module one covers teaching students how to collaborate and work in teams. This module has two worksheets: Gallup's Strengths Wheel and Gallup's Best of Us Worksheet (see Appendix A). These two resources are to be utilized to prepare students for the module activity, an escape room. The Strengths Wheel worksheet helps students identify their top five strengths and see how these strengths connect or conflict. Recognizing their strengths will assist in working with their team to solve puzzles in the escape room. The Best of US worksheet helps students pinpoint their best and worst behaviors, enabling teammates to understand how to work with them effectively in the escape room challenge.

Module Two: Two worksheets are used in this module: One that identifies communication styles and one that reflects on specific communication styles (see Appendix A). These worksheets help students recognize their communication styles by categorizing responses to scenarios as passive, passive-aggressive, or assertive. These worksheets are relevant to the module's objective because acknowledging communication styles helps us understand how to approach people in varying scenarios.

Modules Three and Four: These modules focus on teaching emotional intelligence and cultural competence. A TED talk is the resource utilized in module three; students get the opportunity to hear how emotional intelligence makes leaders more impactful and how leaders can create possibilities for communication and curate safe spaces for their team to share their emotions. In module four, the objectives relate to teaching the importance of communicating with others from various cultures and diverse backgrounds. Therefore, students are expected to complete a cultural competence worksheet that will help them prepare for the global business simulation activity (see Appendix C for the syllabus).

Modules Five and Six: Module Five objectives focus on building a personal brand. To meet these objectives, students are expected to complete two worksheets adapted from PricewaterhouseCoopers' (PwC) personal branding workbook (see Appendix A). The first worksheet, defining your X factor, is essential in students identifying their "super skills" and their fears. The second worksheet, eliminating your Z factor, intends to afford students the chance to reflect and work on alleviating their fears. Module six is dedicated to navigating the process of giving and receiving constructive feedback. The resources for this module are a podcast from Brene Brown's Dare to Lead podcast series and a feedback checklist (see Appendix A). The podcast and the checklist complement each other—the podcast speakers cover how to be engaged in the process of receiving feedback, and the checklist covers elements of engaged feedback.

Modules Seven and Eight: In module seven, Gallup's adaptability worksheet is provided. This worksheet is vital in assisting students in recognizing character traits, values, needs, and motivating factors that contribute to being an agile leader. This worksheet is necessary because the goal of module six is to become an effective leader in dynamic situations. Ethical leadership is the theme of module eight. Students are expected to listen to the episode titled "What is ethical leadership", from the Leadership 480 Podcast and then complete a value alignment worksheet (see Appendix A) to reflect on the podcast as well as the module activity.

5. Challenges and Implications

A foreseeable challenge or implication of the program is student engagement and longevity. Although students will be incentivized by receiving three credits and a certificate upon completion, it may be challenging to get students

motivated to apply for the program. In addition, for some eligible students, it may be a commitment that competes with academics and other extra-curricular activities. This challenge may be mitigated by working with university faculty and departments such as student success services, career services, and student activities to promote the program and encourage students to apply. Regarding the program's longevity, this may be a challenge beyond the first stages of implementation, considering that the program's success heavily depends on students' continuous participation.

Lastly, another fundamental challenge of the program is the difficulty in quantitatively measuring its effectiveness post-completion. As seen through the research portion of this project, measuring soft skills poses some difficulties. Maintaining contact with students after program completion may be challenging, potentially hindering the ability to track their long-term application of acquired skills. Thus, it may be challenging to evaluate the program's overall impact and effectiveness over time.

6. Conclusion

In conclusion, leadership is not an abstract concept but a practical and teachable skill. It is about actively participating in experiences that shape and enhance leadership capabilities. Examining existing leadership literature reveals that many programs falter due to their teaching methods rather than the content itself. To be effective, leadership education must adopt a more hands-on approach, a feature often absent in traditional programs.

By incorporating vital subjects like communication, emotional intelligence, teamwork, and collaboration into the LEAD-U curriculum, we can equip new leaders to navigate the intricacies of today's ever-evolving work landscape. These skills are not just important for leadership but also directly applicable to the challenges encountered in contemporary workplaces.

Moreover, developing leadership skills at the undergraduate level has significant benefits for students' career readiness. It enhances their ability to transition smoothly between various job roles and adapt to different responsibilities and environments. This versatility is increasingly valuable in a fast-paced and ever-changing job market.

While implementing such a program has challenges and implications, the potential benefits far outweigh these concerns. As proposed by LEAD-U, a hands-on approach to leadership education equips students with practical skills and experiences that make them more impactful and adaptable leaders. Ultimately, this improves their immediate career prospects and prepares them for long-term success in their professional lives. The value of such a program in fostering versatile and effective leaders makes it a worthwhile investment in students' futures.

Conflict of Interest: None declared.

Ethical Approval: Not applicable.

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Appendices

Appendix A

Resources to be utilized in each module.

Module 1: Gallup's Strengths Wheel and Gallup's Best of Us Worksheet

Module 2: Identifying Your Communication Style

Module 3: TED TALK- How Emotional Intelligence Makes Leaders More Impactful

Module 4: Building Cultural Competence

Module 5: PricewaterhouseCoopers (PWC) Personal Branding Workbook

Module 6: Podcast from Brene Brown's Dare to Lead Podcast Series and Feedback Checklist

Module 7: Gallup's Adaptability Worksheet

Module 8: The Leadership Podcast 480 Series and Values Alignment Worksheet

Appendix B

Rubrics for Reflection Assignments

LEAD-U's Assignment Rubrics

Appendix C

SYLLABUS

Leadership Excellence and Development Unleashed (LEAD-U)

Program Syllabus

Program Overview: LEAD-U is a leadership and career development program specifically designed to equip business students with essential leadership and career development skills. The goal of this program is to enhance career readiness and leadership skills in students. The program comprises eight modules, each emphasizing a particular leadership trait that can contribute to starting a successful career. Through a combination of theoretical and experiential learning activities, students will gain pragmatic insights into how to bridge the gap between learning about leadership skills versus implementing them.

Program Participant Criteria: Junior or Senior Business Major with a GPA of at least 3.0.

Program Duration and Credits: LEAD-U is a semesterly program; participants receive three credits upon completion.

Program Outcomes:

1. Develop leadership competencies through active participation in the activities of the module.
2. Enhance student's ability to apply self-reflection and introspection techniques.
3. Evaluate and discover leadership styles and how to adjust these styles according to varying situations.
4. Improve students' career readiness and adaptability to changes in their working environment.

Method of Assessment

| Assessment | Percentage (%) |
|--------------------------------------------------------------|---------------------------|
| Participation and Attendance | 36 |
| Pre-Module Assignments | 32 (4% per module) |
| Reflective Pieces | 32 (4% per module) |
| Total | 100% |
| Final Grade: Completion/non-completion (Pass or Fail) | |

Participation and Attendance Policy:Participants are only allowed one absence from the program.

Module 1: Teamwork and Collaboration

Objectives: At the conclusion of this module, program participants will be able to:

1. Cultivate problem-solving skills: Students will learn how to strategize in groups and apply those strategies to solve problems.
2. Communicate effectively in groups: Students will be able to actively listen and respond appropriately to team members.
3. Develop diversity of thought: Students will be able to acknowledge and embrace the perspectives of their team members, as well as leverage one another’s strengths and weaknesses.

| Preparation | Activity | Reflection |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Complete the Worksheets Below:</p> <ol style="list-style-type: none"> 1. Gallup’s Strengths Wheel Worksheet. 2. Gallup’s the Best of Us Worksheet. <p>Gallup’s the Best of Us Worksheet Gallup Strengths Test Worksheet</p> | <p>Activity: Escape Room</p> <p>Activity Description: Participants will work in teams of three. They will enter a themed escape room with a captivating narrative, such as a high-stakes mission to save the world from a fictional crisis. The room will be filled with puzzles, clues, and challenges that require a variety of skills and perspectives to solve.</p> | <p>Create and submit a reflection piece in any of the following forms:</p> <ol style="list-style-type: none"> 1. A 2–3 minutes animation video 2. A 1–2-page reflection paper. 3. A poem <p>Assignments Rubrics: Assignment Rubrics</p> |

Module 2: Communication Skills

Objectives:At the conclusion of this module, program participants will be able to:

1. Strengthen their Non-verbal Communication Skills: Students will be able to recognize and use forms of non-verbal communication such as body language, facial expressions, and gestures to communicate effectively.
2. Identify their Preferred Communication Style: Students will be able to identify how they communicate best and how to communicate effectively with others who may have a different communication style.
3. Navigate Uncomfortable/ Difficult Conversations: Students will gain the ability to approach and manage challenging and sensitive conversations like conflicts, constructive feedback sessions, and so on.

| Preparation | Activity | Reflection |
|-----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| <p>Complete the Worksheet Below:</p> <p>Identify Your Communication Style Worksheet</p> | <p>Activity: Stacking- cups to Form a Pyramid</p> <p>Activity Description: Participants are divided into small teams of three members. Each team member is assigned a unique challenge: one cannot use their dominant hand, another must be blindfolded, and the third cannot speak. The objective is to collaboratively stack plastic cups into a pyramid. Participants must rely on alternative forms of communication, such as gestures and teamwork, to overcome their constraints. Optional rotations of roles provide a dynamic element to the activity.</p> | <p>Complete the Reflective Worksheet Below:</p> <p>Reflective Worksheet</p> |

Module 3: Emotional Intelligence

Objectives:At the conclusion of this module, program participants will be able to:

1. Learn how to be more self-aware: Students will be able to identify and control their emotions. In addition to understanding how those emotions can affect people who they are working with.
2. Cultivate Situational Awareness: Students will develop the ability to observe and interpret interpersonal interactions and how to respond to various situations.
3. Understand and Apply the Five Pillars of Emotional Intelligence: Self-Awareness, Self-Regulation, Motivation, Empathy, and Social Skills.

| Preparation | Activity | Reflection |
|------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Watch the Ted Talk Below: How Emotional Intelligence Makes Leaders More Impactful | Activity: Emotions Charades Activity Description: A list of various emotions (happy, sad, angry, surprised, etc.) will be provided. Participants will take turns acting out an emotion without speaking while others guess the emotion being portrayed. After each round, discuss the experience, asking participants to share their thoughts on expressing and recognizing emotions. | Respond to these Questions and Share Responses with the Group: <ol style="list-style-type: none"> 1. What strategies did you use to show emotions without using words? 2. Did you find it challenging to accurately express certain emotions? If so, which ones and why? When you were guessing the emotions, what cues did you look for in the actor's body language and facial expressions? |

Module 4: Building Cultural Competence

Objectives:At the conclusion of this module, program participants will be able to:

1. Understand the importance of being able to communicate with others from different cultures.
2. Understand the role leaders play in facilitating diversity amongst various groups.
3. Examine different cultural stereotypes and how to avoid contributing to behaviors that foster these stereotypes.

| Preparation | Activity | Reflection |
|--------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|
| Complete the Worksheet Below: Cultural Competence Worksheet | Activity: A Global Business Simulation Activity Description: In this activity, participants will be playing a gamethat mirrors real-world global business challenges. Students, working in teams, navigate through scenarios involving cross-cultural negotiations, leading a team meeting with employees from different cultures, and diverse customer/client dynamics. | Write a 1–2-page paper on your main takeaways from the program activity. |

Module 5: Building a Personal Brand

Objectives:At the conclusion of this module, program participants will be able to:

1. Understand the connection between having a positive personal brand and professional development.
2. Identify what their personal brand is and how they should adjust it for different situations.
3. Identify and develop a networking strategy by utilizing professional platforms like LinkedIn and Handshake.

| Preparation | Activity | Reflection |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Start drafting your resume and bring a printed copy. • Create a LinkedIn Profile. Complete this Worksheet: Defining Your X Factor Worksheet | Activity: A Personal Brand Audit Challenge Activity Description: In this activity, participants conduct a self-audit of their brand. They will review their social media profiles, resumes, and any other professional materials. A checklist or criteria for what makes a strong personal brand will be provided. After the self-assessment, group discussions will be facilitated where participants share their findings and insights. | Complete this Worksheet: Defining Your Z Factor Worksheet |

Module 6: Navigating Giving and Receiving Constructive Feedback

Objectives: the conclusion of this module, program participants will be able to:

1. Understand the benefits of constructive feedback and differentiate between unconstructive and constructive feedback.
2. Develop effective communication needed to provide constructive feedback when working in groups: Students will learn how to be aware of their verbal and non-verbal communication during feedback exchanges, ensuring that the message is received effectively.
3. Foster an Environment where Constructive Feedback Thrives: Students will explore strategies needed for creating a culture where feedback is expected, encouraged, and embraced.

| Preparation | Activity | Reflection |
|-----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Listen to this Podcast from Brene Brown's Dare to Lead Podcast Series: The Hardest Feedback I've Ever Received | Module 7: Navigating Giving and Receiving Constructive Feedback Activity: Feedback Poker Activity Description: Participants engage in a card game where each card represents a different workplace scenario requiring constructive feedback. Players take turns providing feedback based on the scenario depicted on their cards, aiming for specificity and actionability. After each round, participants vote on a scale of 1-10 (10 being the highest) on the effectiveness of the feedback, and points are assigned accordingly. | 1. Create a Journal Entry on an instance where you received feedback or gave feedback. Include how you prepared for it, how you responded in the feedback exchange, and how you determined if it was constructive. 2. Complete this Checklist: Feedback Checklist |

Module 7: Adaptability and Decision-Making

Objectives: At the conclusion of this module, program participants will be able to:

1. Develop the capability to think swiftly and effectively in dynamic situations, make informed decisions and take decisive actions under pressure.
2. Learn how to cultivate a collaborative mindset where they actively seek out solutions and alternatives before dismissing others' ideas.
3. Develop a Growth Mindset for Adaptability: Students will understand how being agile helps them as leaders who rebound from setbacks and embrace challenges as opportunities.

| Preparation | Activity | Reflection |
|--------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Complete Gallup's Adaptability Worksheet: Gallup Adaptability Worksheet | Activity: Survival Stimulation Activity Description: In this activity, participants will be presented with rounds of different survival scenarios (i.e. lost in a jungle, stuck on a desert island, escaping a burning building, stuck in a cave, etc.). The goal of this activity is for students to work in pairs to make decisions on how they are going to use their limited resources to survive in each challenge. | Create and submit a reflection piece on the activity in any of the following forms: 1. A 2-3 minutes animation video 2. A 1-2-page reflection paper. 3. A poem Assignment Rubrics: Assignment Rubric |

Module 8: Ethical Leadership

Objectives: At the conclusion of this module, program participants will be able to:

1. Define ethical leadership and its importance in being an effective leader.
2. Navigate ethical dilemmas without being biased.
3. Create an environment that promotes good ethical practices.

| Preparation | Activity | Reflection |
|-----------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|
| Listen to this Podcast: THE LEADERSHIP 480 PODCAST SERIES | Activity: Ethical Dilemma Activity Description: Participants will engage in a series of scenarios based on ethical challenges relevant to the participants' work or industry. Students will be divided into small groups and each group will be assigned a scenario. They will be challenged to analyze the situation, identify potential ethical issues, discuss alternative courses of action, and collectively decide on the most ethical response. | Complete the Worksheet Below: Values Assignment Worksheet |

Author Biography

Tayhana Taylor

Tayhana Taylor is an academic fellow at North Carolina State University pursuing her Master of Science in Accountancy. Taylor recently graduated from Saint Leo University with a Bachelor of Science in Accounting. During her undergraduate tenure, Taylor discovered her passion for conducting academic research. She actively participated in various projects, taking on roles such as data analysis, literature review, and manuscript preparation. Her contributions led to her being a co-author on papers such as *The Impact of the COVID-19 Pandemic on the Airlines Industry*, *Financial Derivatives being Integrated into Accounting Program Curricula*, and *Diversity of Thought*. Taylor remains eager and passionate about becoming more involved in research opportunities that integrate accounting and education.

Passard Dean

Passard Dean, Dean and Professor at the Donald R. Tapia College of Business (TCOB) at Saint Leo University, exemplifies servant leadership with unrivaled dedication to the institution, its students, faculty, and staff. He leads by empowering others, fostering collaboration, and offering constant mentorship. Passard's academic expertise is complemented by substantial industry experience, creating valuable real-world opportunities for students through corporate partnerships. Passionate about the transformative power of education, he ensures an inclusive and dynamic learning environment that nurtures both knowledge and character. His visionary leadership leaves a lasting impact on both the TCOB and broader academic community, inspiring future leaders to make meaningful societal contributions.

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