

SAMPLE PROPOSAL #1

Proposal Information

I. Seminar Information

- a. *General Topic* – Communication
- b. *Seminar Title* – Effective Communication for Leaders
- c. *Seminar Description* – This seminar will, through lecture and discussion and team activities (with debriefs) highlight some key issues concerning communication, both as a leader and as a member of a team.
- d. *Length of Time* (e.g. 1.5 or 2.0 hours) – 2 hours

II. Seminar Rationale

- a. *Why is [your topic] important for students to learn?*
In today's fast-paced environment, an effective and adaptable communication style is essential. Attention spans are short and leaders may be asked to interact with a myriad of different personalities in a number of different situations, both personally and professionally. This seminar is designed to inspire critical thought on communication style and choices.
- b. *How does [your topic] relate to leadership development?*
An effective leader must be able to communicate direction as well as to participate fruitfully within a team.
- c. *Why should students learn about [your topic] in order to develop into an effective leader?*
Even a cursory study of some of the world's most effective leaders points to the incredible value of efficient and motivational communication.

III. Learning Objectives

- a. *What do you hope students will learn about [your topic]?*
My hope would be that they will learn some effective communication skills as well as the necessity of audience (group and individual) evaluation – to whom are you speaking and how can you best adapt your style to suit their needs?
- b. *List at least 5 short statements, related to [your topic], indicating what information/concepts/skills students should be able to take away from your seminar.*
 - Interpersonal Gap and the Awareness Wheel
 - One-on-one, active listening
 - Communication within a team
 - Communication skills and styles (or, different strokes for different folks!)
 - Know your audience (when rehearsal leads to impromptu)
- c. *How will the learning objectives be achieved?*
 1. *Problem-based learning (i.e. students given situations, scenarios, problems and have to solve them using the learning objective outlined above)*
 2. *Group learning/activities (i.e. students experiencing hands-on activities to demonstrate learning objectives)*

3. *Lecture/Discussion (i.e. 90 minutes of lecture and discussion...we try to steer away from this model)*
The seminar will include a combination of lecture and discussion, as well as three activities (a listening/following directions exercise, a group goal exercise, and communication style exercise) that will then be debriefed and discussed.

IV. Activities

- a. *Will you coordinate an ice breaker activity at the beginning of the seminar to get your audience interacting and engaging with each other?*
Yes! In keeping with the theme of the seminar, I will ask students to break up into pairs and chat for a few minutes, then I will ask them to introduce their partners and say a few things about them. I may also engage the students in a game of “Two Truths and a Lie”
- b. *Will you implement hands-on activities to demonstrate learning objectives and/or seminar focus/rationale?*
Yes, I plan on possibly three activities – Blindfolded shoe-tying (directions and listening), Helium stick (communication within a group), and Cocktail Party (different communication styles).
- c. *Will you utilize multi-media (i.e. film discussion, music, current events, etc.) to deliver the content of your seminar?*
I will use a YouTube clip or two, as well as references to (both sides) of the debates in the last election.
- d. *Will you need additional materials/resources to carry out your planned activities?*
I would like to be able to show clips on an overhead projector and to use PowerPoint slides, so hook-up to a projector would be necessary!

V. Instructional Support and Assistance

- a. *What type of AV support will you need for your seminar (i.e. laptop, projector, sound system, DVD/VHS player, overhead projector, etc.)?*
I can bring my own laptop, but would need a hook-up to an overhead projector with sound capabilities.
- b. *Will you need copies of handouts, presentations and/or other materials?*
No, I can provide these as long as I know how many attendees!
- c. *Will you need special room arrangements (i.e. chairs, tables, easels, etc.) for your seminar?*
I anticipate spending most of the time in a circle, either seated or standing, so perhaps arrangement of the chairs in a large circle (so we can push them back and move around as well)?
- d. *Will you need additional materials such as: paper, pens, pencils, etc.?*
I would love paper and pens or pencils!

SCROLL DOWN FOR SAMPLE PROPOSAL #2

SAMPLE PROPOSAL #2

Proposal Information

Please provide information for the following points below and note that our seminars typically occur Monday – Thursday anytime between 5:00pm – 8:00pm.

I. Seminar Information

- a. General Topic Category: *Ethics & Values AND Multiculturalism, the Global Community & Social Change*
- b. Seminar Title: *“Doing Good while Doing Well: Using Business to Create Social Change”*
- c. Seminar Description: The recent financial meltdown revealed much more than the consequences of poor corporate decision-making; it also demonstrated the need for greater emphasis on cultivating the next generation of student business leaders who place a higher value on ethics & social responsibility.

So, how can we help ensure that our student leaders of today become more responsible leaders of tomorrow? This seminar seeks to bridge the divide between what has traditionally been viewed as the sole objective of business leaders (profit) and what CAN be the triple bottom line for forward-thinking business leaders: people, planet and profit.

As undergraduates brace themselves to enter one of the most challenging job markets since the Great Depression, the seminar will provide students with practical ways to channel their passion into a rewarding future that enables them to make a positive impact on society.

- d. Length of Time (e.g. 1.5 or 2.0 hours): 2 Hours max on Monday or Wednesday evenings

II. Seminar Rationale

- a. Why is [your topic] important for students to learn?

In a January 2010 national report of undergraduate student opinion released by Net Impact, the world’s largest network of professional leaders and MBA students committed to using business to improve our world, key findings revealed that:

1. 74% of undergraduates envision themselves as a leader who will improve the world’s social or environmental challenges
2. 88% of surveyed undergraduate students believe that the for-profit sector should address social and environmental issues
3. 84% of undergraduates, regardless of major, agree that corporate responsibility is a topic that needs to be integrated into undergraduate business leadership curriculum

As the global and national economic landscapes have changed, college students are responding with a heightened interest in learning how businesses can contribute to solving the world’s social ailments. More than

ever, students are envisioning their role as leaders who can help shape their future.

b. How does [your topic] relate to leadership development?

As more students recognize that social and environmental involvement can produce an ethical and fiscal benefit for businesses, more are seeking ways to meld their passions with their career prospects. The topic of business as a catalyst for social change is critical in order for students to be able to compete in a global economy. Leadership development is about cultivating leaders who have the ability and skills to embark on new ventures and discover new ideas in the global marketplace.

c. Why should students learn about [your topic] in order to develop into an effective leader?

One of the key elements of an effective leader is the ability to inspire and influence others. But where does this inspiration stem from? Our values condition the way we act. Effective leaders understand their own values and act in ways that foster their beliefs. Subsequently, our values will also play an important role in determining which career path we choose and the life that we live.

III. Learning Objectives

a. What do you hope students will learn about [your topic]?

My hope is for students to leave with an understanding that regardless of their major (business-related or not), they have the ability to make a living by making a life doing what they love and seeing how business models can foster their passions. Too many times, I have encountered many undergraduates who are constantly wondering about what they are going to do with their majors (and lives) once they graduate and my goal is that this seminar will shed light on the practical avenues that students may consider so that they can take be leaders in their own rite.

I want to introduce students to Net Impact with the hope that some of those who leave may be inspired to create their own undergraduate chapter at UC Davis so that more students can learn about the vast opportunities that exist at the intersection of the for- and not-for profit sectors.

b. List at least 5 short statements, related to [your topic], indicating what information/concepts/skills students should be able to take away from your seminar.

- i) CONCEPT: Learn what –corporate social responsibility|| encompasses
- ii) INFO: Create awareness of the ways leaders of profitable & socially-responsible businesses manage & accelerate social change
- iii) INFO: Understand how their personal values and role as student leaders can shape their future
- iv) SKILLS/INFO: Leverage their passions to make an impact and discover new career opportunities that place an emphasis on value-based leadership
- v) SKILLS: Enhance their team-building, public communication and critical thinking skills—all essential for leadership development

c. How will the learning objectives be achieved?

1. Problem-based learning (i.e. students given situations, scenarios, problems and have to solve them using the learning objective outlined above) **NO, see other points below**
2. Group learning/activities (i.e. students experiencing hands-on activities to demonstrate learning objectives)

The format for this seminar will place a considerable emphasis on group learning/team-building because this is such an essential element of leadership education. The ability collaborate well with others is a key part of being a great leader in any organization.
3. Lecture/Discussion (i.e. 90 minutes of lecture and discussion...we try to steer away from this model)

I concur. However, I do believe that engaging in a lively discussion will also encourage students to see different viewpoints, so I intend to incorporate a bit of this as well.

IV. Activities

- a. Will you coordinate an ice breaker activity at the beginning of the seminar to get your audience interacting and engaging with each other?
 - i) Yes, as students enter the room, they will be instructed to answer the question on the powerpoint slide: What club/student activity are you involved in and WHY?
 - ii) I will then show them a brief 3-minute video, entitled –The Good Life.|| *(see Section c) for multi-media)*
 - iii) They will then be asked to introduce themselves and share their response with another student (preferably somebody they do not know)
- b. Will you implement hands-on activities to demonstrate learning objectives and/or seminar focus/rationale?

Yes, when I start my presentation, I will begin with a brief bio of myself and then...

 - i) Each table/group will have a set of products that will have been sourced from a socially-responsible business. I will have groups brainstorm what they feel are similar elements of the products and discuss the values they believe are inherent in the company that produced the product.
 - ii) I will then have groups report back by getting in front of the entire class and presenting their ideas/findings to the larger group
 - iii) Students will be instructed to then refer back to their piece of paper where they wrote down their response to the ppt. question and I'll now ask, –Would you work for this company? Why or why not?|| The main idea is to for students to understand how their values condition their choices.
- c. Will you utilize multi-media (i.e. film discussion, music, current events, etc.) to deliver the content of your seminar?
 - i) Yes, I will feature a short 3-minute you-tube video, entitled –The Good Life,|| which will introduce the notion of personal values
 - ii) Yes, I will considerably draw from current events and introduce several models of socially-responsible businesses and how these businesses have created a profit, while also enhancing the well-being of people and society.
 - iii) In my ppt, I will include various examples from the arts, non-profit, environmental clean-technology, sustainable farming, education, etc.
 - iv) I will also discuss how today's economic landscape is changing the ways in which leaders can impact the global economy.

d. Will you need additional materials/resources to carry out your planned activities? **NO**.

V. Instructional Support and Assistance

a. What type of AV support will you need for your seminar (i.e. laptop, projector, sound system, DVD/VHS player, overhead projector, etc.)?

i) I will load my powerpoint presentation onto a flash drive (which I will bring with me) and **will need** a laptop and projector for my presentation.

b. Will you need copies of handouts, presentations and/or other materials?

i) I will need copies of my hand-outs made prior to the seminar

c. Will you need special room arrangements (i.e. chairs, tables, easels, etc.) for your seminar?

i) I would like to be in a room with a dry-erase white board

ii) I will need a pad of large easel-sized Post-It papers. Each group/table will be given 3 large sheets.

iii) I would like for the room to be arranged with the intention of having small groups (ie: tables with 4 chairs around each, depending on the number of participants)

iv) Each seat should have 1 page of 8.5x11 paper and a pen/pencil.

d. Will you need additional materials such as: paper, pens, pencils, etc.?

i) I would like a set of non-toxic dry-erase markers (if there's a dry-erase white board) or a set of regular markers

ii) Pen/pencil at each seat or in a canister that will be passed around

SCROLL DOWN FOR SAMPLE PROPOSAL #3

SAMPLE PROPOSAL 3

Seminar Information

- General Topic: Self-Leadership
- Seminar Title: Ways to Know Thy Self
- Seminar Description: This seminar introduces reflection and mentorship as valuable tools to discover who you are (your values, strengths, and passions), what you want, and how you're going to get there.
- Length of Time: 1.5 hours

Seminar Rationale

- While their values, interests, and career goals are still being shaped during their college years, it is important that students learn and develop the skill of asking themselves the right questions in order to better navigate through life. Reflection and mentorship help to answer those questions so that one can make more informed choices in life. It is particularly important for college-level students to learn these tools early on so that they can become more focused, and live deliberately.
- Dr. Mick Ukleja and Dr. Robert Lorber are co-authors of Who Are You And What Do You Want?. Based on interviews with many leaders of the day, and they have discovered that part of what it takes to be an effective leader is to define their purpose, passion, and values. They themselves have made huge career changes as a result of reflecting on who they are and what they want for themselves and their loved ones.
- An effective leader envisions a goal, understands what it takes to get there, and executes accordingly. He knows his own strengths and weaknesses, passions and obligations, and he always learning to better manage his own emotions, faults, and challenges. An effective leader is trustworthy, and so should be growing in integrity and humility. Reflection and mentorship helps us to embrace truth for our benefit, which help us to become more authentic individuals.

Learning Objectives

- Upon completion of the seminar, I hope students will learn that success and leadership does not happen by chance, but comes after careful consideration, planning, and action. Reflection and mentorship are useful tools to have along the way. I also hope that students will acknowledge that it is never too early to start monitoring one's dreams, passions, interests, strengths, weaknesses, goals, etc. Their college years can provide many opportunities. Students should:
 1. Get to know other students in the seminar and have an opportunity to connect with others who are like-minded
 2. Begin thinking about and answering the following questions: *Who are you and what do you want? Where are you and why are you there? What will you do and how will you do it? Who are your allies and how can they help?*
 3. Understand the value of doing regular personal reflection
 4. Be inspired to take small steps towards a regular habit of reflecting
 5. Understand the value of having mentors and being mentors to others
 6. Become aware of the many resources and mentors available at UC Davis

7. Be inspired by a current-day leader's career decision based on her values and vision: Catherine Rohr of Prison Entrepreneurship Program (PEP)
- The learning objectives will be achieved in the following ways:
 1. Group learning/activities: Ice breaker will allow for students to get to know one another and complete a team-building game that illustrates the importance of knowing the task at hand and your role in it in order to finish the task correctly. Activity will be followed by large group discussion.
 2. Video Clip/Lecture/Group activity: Will show a video clip on the Who Are You and What Do You Want? book. Will have a short lecture covering reflection and the different questions to ask ourselves
 3. Continued from #2, lecture will be, interspersed with journaling activities, and maybe a group discussion.
 4. Students will be given a small notebook to use during the seminar during journaling activities, and to take home with them
 5. I will share from my own experiences with changing career goals and how I went from majoring in biochemistry and being pre-med, to pursuing an MBA at UC Davis.
 6. I will cover some of the many resources available at UC Davis (e. g. professors, ICC, parents, pastor, peers).

Activities

- Ice Breaker / Group Activity at the beginning
- Will give out a small notebook for in-seminar journaling activities. Students will be encouraged to take these home
- Reflection activities incorporated in seminar to introduce students to the tool
- Two video clips will be used to deliver part of the seminar's content. The first is an overview of the book Who Are You and What Do You Want? and the second is an interview with Catherine Rohr who shares her experiences in starting PEP and what led her to come to that decision
- A brief walk-through of UC Davis ICC website
- Professor Lorber can make Who Are You and What Do You Want? available for students to purchase for \$10. I can take sign-ups for those interested.

Instructional Support and Assistance

- I will be using my own laptop, but I will need a projector, screen, sound system, and either a flip chart or dry erase board.
- I will have Powerpoint slides to assist my instruction, and so I would like to provide copies of my slides for students to take notes on.
- I would like to have the room arranged so that students can sit by small groups of 3-4 students for team activities and discussion.
- I would also like to have extra pens and paper, for use as needed.