

Montana Yellowstone Expeditions provides exceptional experiential opportunities which build skills for success in learning and in life.



## MYE Alumni Leadership Lab - Course Outline

### General Aim

The aim of this program is to help students further develop a sense of who they are, what they value and how they can use their strengths and skills to have a positive impact in their world and reach their goals.

[www.myeconnect.org](http://www.myeconnect.org)



### Methodology

Students will workshop a range of topics including leadership, self-management, teamwork, communication skills, and sustainability; then with feedback, apply and further develop their learning in practical settings.

### Points of difference to MYE Wilderness Challenge (standard) program:

- Workshops teaching theoretical frameworks underpin field learning
- Participants will have increased responsibility for the implementation and successful outcomes of the program; and planning/running a multi-day expedition
- Self and peer feedback will be used in some aspects of the program
- Students will be expected to help facilitate group discussions, actively sharing ideas/perceptions with other group members
- Students are expected to arrive fit, healthy, and ready to operate at the level of learning and performance they achieved when last at MYE
- There is an expectation that the group will continue to be a cohesive unit for some period of time after the course ends in Montana. This could involve:
  - a group project (which could happen in several different geographical locations)
  - a personal project reporting back to team members/MYE staff
  - accountability to group members/MYE staff for goals set beyond the course (application of learning)
  - mentoring other alumni
  - attending life skills courses specifically set up for LL graduates.
  - A on-line and/or telephone group facilitated by an MYE staff member

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## Leadership Module

### **Guiding questions:**

How can I be a more effective leader?

How can I actively support other leaders?

How can effective self-management and leadership help me clarify my priorities, identify goals and help me achieve them?

What is the value of service?

At the end of the course students will be able to:

- Explain different types of leadership and Leadership Models
- Describe their natural leadership style, what works well and opportunities for growth, and apply their learning to be a better leader
- Identify and demonstrate strategies to support their team in achieving its goals when they are not the 'official' 'leader'?
- Describe and demonstrate the value of effective self management in achieving their personal and group goals including motivation, organization, developing trust and dependability – following through on commitments
- Set realistic goals
- Use journaling to enhance their learning
- Describe the concept of 'Service' and the benefits to themselves and the recipients of service projects they undertake at MYE; and identify several service opportunities they could pursue in their home environment.

## Risk Management Module

### **Guiding questions:**

How can I balance risk taking and risk management to maximize my opportunities and have safe, satisfying experiences in a range of outdoor and interpersonal settings?

What do I do if something goes wrong?

At the end of the course students will be able to:

- Explain the value of risk, fear and balancing the two
- Identify and minimize hazards in a range of interpersonal and physical settings.
- Assemble a first aid kit and administer basic first aid in a wilderness setting
- Apply a range of technical skills to be self sufficient and safe in a range of outdoor settings which may include mountain, river, ropes course and bush

## Teamwork Module

### **Guiding questions:**

What is a team?

What are the characteristics of a 'high performing team'?

What are the advantages of working in a team?

How can I help my team reach our goals?

At the end of the course students will be able to:

- Identify different stages of group development and define the concept of 'team'
- Identify the characteristics of a 'high performing' team
- Identify the roles that people take in teams and their potential impact on group process and outcomes?
- Identify their 'default' role/s as a team member and how these help and/or hinder the team processes and outcomes?
- Describe the advantages of diversity in team membership
- Work constructively in a team, applying learning to help team achieve positive processes and outcomes

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## Communication Module

### **Guiding questions:**

What are the characteristics of effective communication?

How can effective communication skills help me achieve my goals and work effectively as a team member?

At the end of the course students will be able to:

- Describe the barriers to effective communication
- Give and receive constructive feedback
- Demonstrate effective communication skills including active listening, questioning skills and paraphrasing
- Describe their communication strengths and opportunities for improvement
- Use their understanding of communication theory to further develop their own communication skills
- Plan and implement an informative talk which includes the use effective visual and vocal presentation; a formal structure – beginning, body, conclusion; and concludes with a question/answer session

## Sustainability

### **Guiding Questions:**

What is my impact, do I want/need to change that, and if so what can I do in various settings to make a difference in the world?

How can I apply my skills/experience to this issue – Leadership/Teamwork/Communication?

At the end of the course students will be able to:

- Define sustainability
- Determine choices that are within their control and identify a path to initiating choices / changes
- See a larger community need and possible steps to addressing that need, using their MYE skills

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## Learning Settings:

Students will explore these issues and practice skills with other course members, in a range of learning environments including:

Workshops/field work

Ropes Course

Wilderness First Aid Course

River/Mountain Activities

Service/sustainability

Multi-day expedition

## Teaching and Learning Strategies:

Practical leadership opportunities

Instructor, self and peer feedback

Self directed learning

Role playing and interactive activities

Group projects (plan and manage an extended multi-day expedition)

Opportunities to try unfamiliar roles, communication and leadership styles

Application of learning from the MYE environment to other settings (eg school, home, sport)

## Models:

Situational Leadership Model

Self and peer feedback

Myers Briggs Personality Type Indicator

DESC feedback model

Stages of Group Development