

# *Leadership Development Institute Curriculum*

## Background

### Mission

The Leadership Development Institute (LDI) aims to develop a 21<sup>st</sup> century generation of leaders. This mission starts with young people, particularly those who demonstrate the potential to comprehend and apply the fundamental principles needed by leaders as well as whom, by virtue of their age and education, are often looked upon as role models. Thus, the Institute, which is implemented in five regions, seeks to equip high school students, primarily sophomores to seniors, with vital leadership skills. To this end, the members of the Alpha Phi Alpha Fraternity, Inc., who organize and facilitate the regional LDIs, working along with other professionals/experts, instruct the participants in parliamentary procedures, conflict resolution, models of leadership, public speaking, community and civic engagement, and educational enhancement skills.

The Objectives of all LDIs are:

1. to develop a cadre of positive youth leadership throughout the nation.
2. to stimulate an appreciation for African American leadership in the United States and the world.
3. to expose students to various leadership skills, opportunities, and challenges.
4. to inform students of the current and emerging economic, social, political, communal, and cultural issues affecting African Americans and people of color in America and the world.
5. to nurture a network of positive youth by providing fertile opportunities for them to interact on various social and cultural settings.
6. to promote and stimulate an appreciation for Historically Black Colleges and Universities.
7. to encourage civic involvement, such as voting.
8. to link the LDI with the fraternity's programs and special projects, such as Project Alpha, A Voteless People is a Hopeless People, and Go to High School Go to College.

## HISTORY OF LDI

Since its founding on December 4, 1906, Alpha Phi Alpha Fraternity, Inc. has supplied voice and vision to the struggle of African-Americans and people of color around the world.

Alpha Phi Alpha, the first intercollegiate Greek-letter fraternity established for African-Americans, was founded at Cornell University in Ithaca, New York by seven college men who recognized the need for a strong bond of Brotherhood among African descendants in this country. The visionary founders, known as the "Jewels" of the Fraternity, are Henry Arthur Callis, Charles Henry Chapman, Eugene Kinckle Jones, George Biddle Kelley, Nathaniel Allison Murray, Robert Harold Ogle, and Vertner Woodson Tandy.

The Fraternity initially served as a study and support group for minority students who faced racial prejudice, both educationally and socially, at Cornell. The Jewel founders and early leaders of the Fraternity succeeded in laying a firm foundation for Alpha Phi Alpha's principles of scholarship, fellowship, good character, and the uplifting of humanity.

Alpha Phi Alpha chapters were developed at other colleges and universities, many of them historically black institutions, soon after the founding at Cornell. While continuing to stress academic excellence among its members, Alpha also recognized the need to help correct the educational, economic, political, and social injustices faced by African-Americans.

Building on these areas, the Leadership Development/Citizenship Education Initiative is a national program of the Alpha Phi Alpha Fraternity, Inc that aims to develop a 21<sup>st</sup> century generation of leaders. This program was initiated in the Southern Region during the administration of Bro. Dr. A.M. Witherspoon, Southern Regional Vice President. It was Bro. Witherspoon's desire that Alpha, due to its history of leadership and modeling leaders, be the vanguard organization for assisting young people in becoming leaders. As such, the institute, under the leadership of Bro. Dr. Henry Ponder, who was the program's first coordinator and future General President of the Fraternity, began working with a group of high school students on parliamentary procedures and public speaking. These areas were expanded between the years of 1988 to 1990, under the leadership of Bro. Drs. John Kelley and Clarence Christian, to include many of the Fraternity's other national and special programs, such as voting, responsible sexual activity, and going to college. It was also during this period that the initiative expanded to other regions—Eastern and Midwest.

In the 1990s, the program saw even more development, particularly in its reaches to another region- the Southwest. This was due to the generous support of and strong commitment to education by Bro. Dr. Ernest Halloway, President of Langston University. It was during this period that Bro. William Baird, the National Coordinator for LDI, saw the imperative need for new leadership and recommended at the 1997 General Convention that each Regional Vice President appoint a Regional Leadership Development and Citizenship Education Coordinator and that they advance to each of their District Directors to do likewise. It was Bro. Baird's intention that local chapters, after having been trained by the District Coordinator, would sponsor one or more

leadership workshops per year in their local area. Although this was an excellent idea for producing a cadre of young leaders, it was wrought with internal and external challenges. The lack of continuity in the local workshops, a training manual, marketing strategies, and resources for local chapters, as well as the tepid level of support that the LDI received at the national, regional, and district level hindered this ideas along with others from becoming a reality. It was during this and subsequent periods that the LDI was faced with its greatest challenges.

In 2000, President Harry Johnson, Sr., Esq.—the 29<sup>th</sup> General President of the Fraternity appointed Bro. Dr. Said Sewell and Bro. Maurice Foushee co-chairs of the LDI. Bros. Foushee and Sewell resolved to build upon the past and set the Institute on a solid foundation. Upon their appointments as co-chairs of the Leadership Development Institute (LDI), they consulted with Bro. Zollie Stevenson, Ph. D., then National Director of the Educational Activities, and President Johnson regarding their role as Chairmen of LDI. It was from these conversations that they were tasked with the general responsibility of bring uniformity to the various regional LDI. They, from this general directive, developed six benchmarks during their administration. Those benchmarks were: 1) conduct site visits; 2) administer an evaluative assessment of all the LDIs; 3) coordinate a national town hall meeting on the Leadership Development Institute; 4) develop a standard mission statement, objectives, criteria for student selection, and curriculum; 5) develop strategies for increasing awareness of the LDI among the brotherhood and community participation; 6) identify both national and regional methods to raise funds for LDI. At the 2003 General Convention in Detroit they reported the completion of each of the benchmarks. Based on brothers' leadership and support, LDI is poised to be one of Alpha's greatest legacies.

### Purpose of the Guide

This Guide will assist brothers, regions, and chapters with planning and implementing Leadership Development Institutes in their Region. Understanding the mission and objectives of LDI will help brothers share and advance the attributes of leadership and character among youth. A clear and supported purpose among the brotherhood will inspire students to seek and excel in leadership positions and express traits that help them, in turn, serve as role models. The checklist of tasks will generally ensure a well-run program and one that students and their families, as well as the fraternity, recommend to future leaders.

## *Leadership Development Institute's Curriculum*

Although the name suggests an emphasis on leadership, it needs to be emphasized that the institute has three essential focal points that it seeks to use in developing leaders. The strength of the Alpha Phi Alpha Fraternity, Inc.'s Leadership Development Institute, unlike other programs throughout the nation, is its multidimensional approach to training its participants. If one area receives a disproportionate emphasis, then the institute risks producing a class of leaders that are one-dimensional in their development. It is critically important that the host chairman and his committee understand and continually emphasize all three components equally.

The three components of the LDI's curriculum are:

- Session I—Leadership Development**
- Session II—Citizenship Development**
- Session III—Educational Development**

In the **Leadership Development session** the participants will develop the skills needed to fulfill the various roles/duties that a leader is called upon to display. This session will initially introduce the participants to theories of successful leadership and culminate with the students exercising their mastery of these skills.

### **Learning Outcomes**

- Students will:
  - identify basic leadership skills
  - understand the essential need for leaders in the 21<sup>st</sup> century
  - organize and maintain order in a meeting
  - demonstrate an understanding of conflict resolution

In the **Citizenship Development session** the participants will develop an understanding of the importance of civic engagement and community awareness. This session draws on the work of Bro. Dr. Martin Luther King, Jr's Beloved Community as well as principles of the Fraternity, which advances that a leader is one who is a servant of his/her community and that their community is inextricably linked to the essence of that individual. Moreover, it is in this session that students realize that they have a responsibility to work for the upliftment and empowerment of the African American community.

### **Learning Outcomes**

- Students will:
  - understand the basic values of American civic culture
  - understand the institutional and political processes of the United States
  - understand and articulate the critical issues facing African Americans
  - develop a deeper appreciation for community activism

- engage in a community project that will help them to understand the imperative need for African American leaders.

In the **Educational Development session** the participants will be exposed to success skills needed to matriculate well in institutions of higher learning. Because LDI is a major initiative of an intercollegiate fraternity, one whom has at its core—scholarship and the fact that most of participants are most likely to be high school students, higher education is an important component of LDI. This session will address key issues and concerns that one might be confronted with in college.

### **Learning Outcomes**

- Students will:

- understand the importance of excelling in school
- be exposed to sessions that will foster success
- develop an adult understanding of social engagements
- appreciate actual academic and social activities that occur in college

## *Leadership Development Institute's Course Description*

### Leadership Development Classes

**101: Basic Leadership**—Are leaders born or created? Based on the premise that every youth has “leadership” skills and the potential to lead others, this module defines leadership and identifies leadership styles and essential skills.

**102: Models of Leadership**—Who has been or is a leader? Is there such a person as a good leader? Do you have to be outstanding in academics, athletics, or the creative arts to become a leader? Participants will learn about the strengths, challenges, and roles of past and current leaders. Students will learn the significance of behaviors and timing.

**103: How to Handle/Resolve Conflict through Negotiations**—Workshop leaders will use role playing, videos, and lectures to provide students examples of reaching peaceful, win-win, solutions to conflict. Students will learn the significance of behaviors and timing.

**104: Parliamentary Procedures**— Parliamentary law is a system of maintaining order in organizations. It provides an approved and uniform method of conducting meetings in a fair, orderly, and expeditious manner. Respect for law is a basic characteristic of democratic government. This respect is clearly shown by a willingness to practice an orderly method of procedure in organizations so as to follow the will of the majority, to protect the rights of the minority, and to protect the interests of those absent. This workshop will show participants how to plan and conduct meetings. An instruction of Roberts Rules of Orders will guide students through meetings.

### Citizenship Development Classes

**201: Understanding our Past to Deal with the Future**—A field trip will emphasize the effects of history and the need for leaders at many levels (e.g., politics, academia, and religion).

**202: Making the Beloved Community a Reality**—This hands-on service project encourages students to appreciate their society or village and consider ways to assist or lead local projects and education efforts.

**203: Political Involvement/Civic Engagement**—This session teaches students the importance of participating in the political process, particularly voting and civic involvement, by utilizing local public or community leaders. Moreover, its goal is to enlighten the participants about how young people have made major impacts on society. The second part of this session draws on the work of Bro. Dr. Cornel West and Dr. Robert Putman It focuses on expanding what we know about our levels of trust and community engagement and on developing strategies and efforts to increase this engagement. A signature effort is dialoguing on how

we can increasingly build bonds of civic trust among African Americans and our communities.

**204: Understanding Critical Issues Facing African Americans**—This session uses the NAACP’s Crisis Magazine or other materials to stimulate discussions on various leading issues facing the black community. The goal of this session is to raise the awareness level of African American students about substantive issues that directly or indirectly affect them..

#### Educational Development Classes

**301: Do’s and Don'ts in Preparing for College**—This session will allow speakers, particularly college brothers, to share tips on college selection, financial aid, and the first year college experience. The session, in addition, gives our participants the opportunity to ask questions about going to and doing well in college.

**302: Project Alpha**— Alpha Phi Alpha Fraternity, Inc. and the [March of Dimes Birth Defects Foundation](#) began collaboratively implementing Project Alpha in 1980. This session is designed to provide education, motivation and skill-building on issues of responsibility, relationships, teen pregnancy and sexually transmitted diseases.

**303: Money Management and Investment**—The participants will be introduced to the key concepts and practices of wise money management. They will learn how to save money and minimize taxes, increase their returns on savings and investments and plan for short- and long-term financial goals, such as educational funding, retirement, or saving for a down payment on a house.

**304: Business and Social Etiquette**—Because a person is often judged on how they look and act, the LDI has developed a session that will emphasize dining etiquette as well as professional dress. This session is intended to help enhance professional style and polish social skills.

# *Implementing Leadership Development Institute*

## Planning Checklist

As you begin to plan a LDI program, you will need to consider several matters:

- Dates
- Place
- Housing (number of rooms; singles, doubles, or triples)
- Meals (number per day; full meals, snacks)
- Presenters (selection of appropriate speakers for each session; reimbursement for travel or meals, equipment needs, lodging)
- Transportation (rides to historic or recreation sites, community service)
- Marketing/Publicity (announcements and registration tables at District Conferences and Regional Conventions, press releases, grants requests, donation requests (cash or services))
- Involvement of Alumni and College chapters in program planning and implementation and sponsorship of students and chaperones
- Assistance of former LDI participants in planning and participation
- Supplies and mementos for participants (bags, t-shirts, pens, pencils, notebooks, paper, maps, program booklet)
- Program booklet should contain at least the following items:
  - History and purpose of LDI
  - Schedule of Activities
  - Code of Conduct
  - Acknowledgment of individual and group sponsors and supporters
  - Biographies of speakers
- Parking permits for committee members and speakers
- Each student placed in one of seven groups. Each Group named for one of our Jewels. At least one chaperone for each group.
- Name badges, with Jewel group name, for each student and chaperone
- Evaluation Forms for each session and overall program
- Debriefing of LDI Program

## Students and Chaperones

Chapters are responsible for identifying and sponsoring students and chaperones. This guide outlines criteria for student and chaperone participation in LDI. These criteria are put in place to promote the enrichment, enjoyment, and safety of youth and adults.

## Student Criteria

- 1) Good citizenship – Student has demonstrated satisfactory conduct and attendance. Participants must be respectful to each other, LDI committee members, chaperones, and presenters. As representatives of the fraternity sponsored and chapter sponsored program, students meet many groups of

people and, consequently, must admirably represent LDI (see Appendix A for Sample Letter).

- 2) Rising 9<sup>th</sup> grader through rising high school senior – High school students often have opportunities to join organizations and assume an office, then begin to understand the importance and consequences of leadership. Several potential sessions prepare students for college life so targeting students prior to their selection of a college is optimal.
- 3) School or community service or both – Participation in extra-curricular activities helps students become well rounded and appreciate and better understand links between groups and among individuals.
- 4) Minimum 2.5 GPA – This requirement seeks to select students who have persevered towards and focused on goals. Students must submit a transcript.
- 5) Sponsored by a chapter – Chapters will serve as liaisons between LDI and participants. They will assure that students receive and complete the applications and consent forms and submit transcripts. Chapters will also assure that students will arrive at LDI.
- 6) Signed parental consent form (see Appendix B for sample Consent Letter)

#### Chaperone Criteria

- 1) Monitor – Chaperones should attend all workshops to ensure student attendance and observe for attentiveness and noise. They can assist students in moving efficiently from session to session and maintain order when moving between rooms or buildings.
- 2) Workshop Assistant/Facilitator – In this role, chaperones can assist facilitators during workshops by helping with setting up rooms and distributing handouts and helping students get involved in workshops by asking questions. They should discuss each day's activities with their students.
- 3) Counselor – Chaperones should be sensitive to students (e.g., look for loners, observe idiosyncrasies, and help students try alternatives, praise or give evaluations.
- 4) Disciplinarian – LDI needs adults who can maintain order, yet promote camaraderie among students. Chaperones should report major problems to the LDI Chairman or Vice Chairman. They should assist with bed checks in the evenings and periodic head counts throughout the day.

### Reading List (Suggested)

Several books and movies can help students (and adults) supplement their enthusiasm for enhancing their leadership skills. The lists below are, by no means, comprehensive. They serve as a resource for further personal and professional development.

Battle, Eliot. **Tough Notes: Letters to Young Black Men**.

Covey, Stephen. **Daily Reflections for Highly Effective People: Living the Seven Habits Everyday**.

Crabb, Dr. Larry. **Understanding People: Deep Longings for Relationship**.

Dyson, Dr. Michael Eric. **Open Mike: Reflections on Philosophy, Race, Sex, Culture, and Religion**. New York: Civitas Books. 2003.

Freire, Paulo. **Pedagogy of the Oppressed**.

Johnson, Spencer. **Who Moved My Cheese? An Amazing Way to Deal With Change in Your Work and in Your Life**. G.P. Putnam/Penguin Putnam, Inc. 1998.

Jones, Laurie Beth. **Jesus CEO - Using Ancient Wisdom for Visionary Leadership**. Hyperion. 1995.

Kunjufu,, Dr. Jawanza, **Motivating and Preparing Black Youth for Success**. Chicago: African American Images: 1986.

Maxwell, John C. **The 21 Irrefutable Laws of Leadership**. Thomas Nelson Publishers. 1999.

### Movie List (Suggested)

**SANKOFA** is an Akan word that means, one must return to the past in order to move forward. Mona, a contemporary model, is possessed by spirits lingering in the Cape Coast Castle in Ghana and travels to the past where, as a house servant called Shola, she is constantly abused by the slave master. Nunu, an African-born field hand, and Shango, Shola's West Indian Lover, continuously rebel against the slave system. For Nunu this means direct conflict with her son, a mulatto benefiting from the system as a head slave. Inspired by Nunu and Shango's determination to defy the system, Shola finally takes her fate into her own hands.

**Daughters of the Dust** set on the Sea Islands of the South Carolina coast, in a Gullah community at the turn of the century, *Daughters of The Dust* hits on the moment when an extended family is about to pick up and move to the mainland risking the loss of their identity and their African communal values. The farewell picnic, a ritual "last Supper",

brings together the conflicting elements among the family's women, and the ensuing drama bears moving witness to the joys and pains that are the heritage of African American womanhood.

**Mean to Be Free: John Brown's Black Nation Campaign.** John Brown's plan for a self-governing nation/state of freed slaves and all "oppressed people who, by a recent decision of the Supreme Court are declared to have no rights the white man is bound to respect" is shown with historic and modern slides and narration of the words of Frederick Douglass, Harriet Tubman, Mary Ann Shadd, Annie Brown, and Brown himself. Artworks that depict the 1858 and 1859 events are prominently featured, and a dramatic reading of Robert E. Hayden's poem "Runagate Runagate."

**Ida B. Wells: A Passion for Justice.** Chronicles the life of Ida B. Wells, an early black activist who protested lynchings, unfair treatment of black soldiers, and other examples of racism and injustice toward black Americans around the turn of the century.

**Without Fear or Shame: 1920-1937.** This program discusses the lives of African-American leaders W.E.B DuBois, A. Philip Randolph, and Marcus Garvey; the Harlem Renaissance and its major figures, such as Zora Neale Hurston, Langston Hughes, and women blues singers; and examines the conflicts which arose over what art should express when community leaders seek to use it in the struggle for racial justice.

**Bright Like a Sun: 1935-1954.** Discusses the creative visions of African-American artists such as singer, actor, and activist Paul Robeson, who used his fame and artistry to fight for social justice; sculptor Augusta Savage, who built an art school in Harlem to nurture African-American talent; jazz musicians Dizzy Gillespie and Charlie Parker, playing the bebop that will become a recognized musical genre.

**The Dream Keepers: 1940-1965.** Looks at African-American artists after World War II, and the impact of African-American "firsts" in the arts and other areas of society on the nation as a whole. Focuses on playwright Lorraine Hansberry, ballerinas Delores Browne and Raven Wilkinson, and author James Baldwin and others.

**The Morehouse Men.** Morehouse College in Atlanta, Georgia is the only African-American men's college in the United States. For 128 years, Morehouse has educated the black elite, seeking to instill moral, social, spiritual and academic values among its students. It boasts Dr. Martin Luther King, Jr., Olympic gold medalist Edwin Moses and filmmaker, Spike Lee as graduates. This film follows a group of freshmen students and explores the formal and informal processes whereby boys are molded into "Morehouse Men". 1994. 60 min.

**Strong Men Keep a-comin' On: The Walls of Jericho.** The great migration comes of age. Chicago elects its first Black mayor. Many families move into the middle class while others remained mired in an underclass. Those who made the journey examine what has been gained and what still needs to be done.

**AMISTAD** - Cinematic account of the journey of a group of captured Africans headed for enslavement until they mutinied and ended up in the Amer. court system, seeking freedom.

**MALCOLM X** - Based loosely on the life of El Hajj Malik El Shabazz, no library is complete without Spike Lee's Stunning visuals

**MS. EVERS BOYS** - An HBO produced perspective on the Tuskegee Experiment which used African-American men as guinea pigs to observe the effects of an STD. Stars Larry Fishburne

**ROSEWOOD** - Controversial drama by John Singleton tells the story of a Florida town that burned and killed in the African-American community because of a white woman's lie.

**SEPARATE BUT EQUAL** - True account of the NAACP's court battles to desegregate schools

#### Dialogue Topics and Questions (Suggested)

At the end of each day, brothers and chaperones should discuss with groups, their thoughts about that day's activities. Students should not only repeat what happened, but also explain the potential effect(s) of the activities on them from a personal, service, or academic perspective. Additional topics can be considered by the groups to further promote the sharing of ideas, development of points, and awareness of leadership related topics. The list below identifies a few topics that groups can ponder.

- ◆ Significance of Volunteerism
- ◆ Relevance of Religion/Spirituality for Leaders
- ◆ How can or should leaders use technology, especially for communication?
- ◆ Do community (e.g., school student officers, neighborhood civic officers) or local leaders need to know about international current events? Why or why not?
- ◆ Is there a generation gap? If so, define and describe it? If a gap exists, what is its meaning to the future workplace and politics?
- ◆ Define a role model. Are you a role model? If so, in what capacity? To whom? Do aspire to be a role model? How? To whom?
- ◆ Philanthropy and Leadership – Does one require the other?
- ◆ Have past or current civil rights leadership been effective, especially for you?

- ◆ Will or how will your current and planned education prepare you for leadership?
- ◆ What personal attributes should a successful leader possess?

### Code of Conduct

Participating in LDI is an honor and privilege for students. To uphold the ideas of exemplary leadership and character, students must abide by the principles listed below.

1. ***To respect himself or herself.*** Each participant of LDI will exhibit a high degree of maturity and self respect and foster an appreciation for other cultures, as well as one's own cultural background. Respect for cultures will sustain LDI.
2. ***To respect the dignity, feelings, worth, and values of others.*** Each participant of LDI will respect one another and visitors as if they were guests in one's home. Therefore, to accost, cajole or proselytize LDI participants, committee members, facilitators or others, to engage in gender and sexual harassment, use vile, obscene or abusive language or exhibit lewd behavior, to possess weapons such as knives or firearms, or to be involved in the possession, use, distribution of and sale of illegal drugs or alcohol is strictly prohibited.
3. ***To respect the rights and property of others and to discourage vandalism and theft.*** Each participant of LDI will refrain from illegal activity, both on and off the campus, and will be subject to all applicable provisions listed in policy manuals and student handbook of the university or college.
4. ***To prohibit discrimination, while striving to learn from differences in people, ideas, and opinions.*** Each participant of LDI will support equal rights and opportunities for all regardless of age, sex, race, religion, disability, ethnic heritage, socio-economic status, political, social, or other affiliation, or sexual preference.
5. ***To practice personal, professional, and academic integrity, and to discourage all forms of dishonesty, deceit, and disloyalty to the Code of Conduct.*** Personal, professional, and academic integrity is paramount to the survival and potential of LDI. Therefore, individuals found in violation of LDI policies against lying, stealing, or engaging in substance abuse (drugs and alcohol) are subject to disciplinary action that could possibly include dismissal from the program.
6. ***To foster an open, fair, and caring environment.*** Each participant of LDI is assured equal and fair treatment on the adjudication of all matters. In addition, it is understood that intellectual stimulation is nurtured through the sharing of ideas. Therefore, LDI will maintain an open and caring environment.

7. *To be fully responsible for upholding the LDI Code.* Each participant of LDI will embrace all tenets of the Code and encourage colleagues to do the same.

## *Executing the Leadership Development Institute*

Past LDIs throughout the regions have been very diverse, ranging from one-day to four-day conferences, from having an array of leadership workshops to having just one intense workshop looking at one aspect of leadership. The Fraternity, after having evaluated each of the regional models for two years—both through site visits and an assessment tool, has decided to bring uniformity to and assist host chapters in implementing LDI. Thus, this section provides you with the LDI program model as well as information on how to implement this program.

The purpose and the goal of this section is to assist you and the host chapter(s) with conducting a very educational and insightful institute, but no less exciting and motivating program. You must always keep in the forefront of your programming that we are working with young people, and the quickest way to loose them and the objectives of the program is to allow it to become boring or routine. This is why we have suggest various “ice breaker exercises” and social activities that should be used throughout the program to keep these young scholars’ attention.

When implementing a LDI it is important to realize what is feasible, given the amount of resources, the amount of support from your chapter, and the number of students participating. Although you might have some great ideas for implementing a LDI in your region, if you do not have the chapter’s or the region’s support, then you risk the possibility of never sponsoring the program or worse, not executing a well-run program. The latter not only affects you, because it was your idea, but it also affects the students who will see the lack of quality as an indication of poor planning that reflects on the entire Fraternity. Nevertheless, chapters, particularly the one in which you affiliate and those that are in your area, are a reservoir of untapped resources—both financially and nonfinancially. Considering the fact that Alpha Phi Alpha Fraternity, Inc. is a brotherhood of leaders, it is suggested that you first look for your speakers, presenters, activities persons, chaperones, and other needed individuals within your chapter. This is also true, to varying degrees, in respect to looking for financial resources to assist in underwriting many of the cost of the institute. Many brothers work at companies or have companies that offer external support to community organizations, especially programs dealing with children. One might ask brothers in the host chapter and other local chapters to contact the Community Affairs Department or similar department within their organization about such opportunity. This presents the LDI and the sponsoring firm with a win-win situation.

The model is:

### **Daily Focal Points\*:**

- Thursday (Leadership Development)
- Friday (Citizenship Development)
- Saturday (Educational Development)
- Sunday (Spiritual Development)

\*It is suggested that each of the sessions be covered on the outlined day. However, it is not a mandate.

## *Model and Sessions for LDI*

### **Thursday--Leadership Development**

- 9:06am-10:30am --Leadership 101: "Basic Leadership"\*\*\*  
 --Leadership 102: "Models of Leadership"  
 (i.e., Martin King, Malcolm X, Adam Powell,  
 Founders of Alpha Phi Alpha Fraternity, Inc.)
- 10:45am-11:50am --Leadership 103: "How to Handle/Resolve Conflict  
 through Negotiations"  
 --Leadership 104: "Order in the Meeting Room:  
 Steps to Effective Parliamentary Procedures"
- 12:00pm-1:30pm (BREAK)
- 1:45pm-3:00pm --Scavenger Hunt-Group Activity (see Appendices)
- 3:00pm-4:30pm --Leadership 105: "Presenting Your Case" (This  
 session would give pointers about presentation  
 skills)
- 5:00pm-6:30pm (Dinner)
- 7:00pm-8:00pm --Talent Show Preparation/Reflection Time\*\*\*
- 8:06pm-10:45pm --Talent Show
- 11:00pm-12:00am (Break/Sleep)

### **Friday--Citizenship Development**

- 9:06am-11:30am --Cultural Heritage 201: Understanding  
 our Past to Deal with the Future (Field Trip to a  
 local Museum, Cultural Center, or speaker)
- 12:00pm-1:45pm (BREAK)
- 2:00pm-4:00pm --Community Activism 202: "Making the Beloved  
 Community a Reality" (On the Job  
 Community Service Project)\*\*\*
- 4:00pm-5:00pm --Civic Engagement 203: Political Involvement (Guest  
 Speaker)
- 5:00pm-6:30pm (Dinner)
- 7:00pm-8:00pm --Voteless People is a Hopeless People
- 8:30pm-10:00pm --Contemporary Activism 204: Examination of  
 Critical Issues Facing African Americans
- 10:00pm-12:00am (Movie)\*\*\*
- 12:00am (Break/Sleep)

### **Saturday--Educational Development**

- 9:06am-10:45am --College Preparatory 301: Do's and Don'ts in  
 Preparing for College  
 --Money Management 303: Money Mgt and  
 Investment
- 11:00am-12:00pm --Project Alpha 302: Thinking and Being  
 Responsible (I)
- 12:00pm-1:45pm (BREAK)
- 2:00pm-3:00pm --Project Alpha 302: Thinking and Being  
 Responsible (II)
- 3:15pm-4:45pm --Success 304: How to be successful in college,  
 work, and life?  
 --Protocol 305: Business and Social Etiquette  
 (Preparation for the Award)\*
- 5:00pm-6:00pm (Awards Ceremony and Banquet)
- 6:06pm-9:45pm (group photo)
- 9:45pm-10:00pm (Dance/Pizza Party/Recreation Time)
- 10:00pm-12:00am

### **Sunday--Spiritual Development**

- 10:00am-11:30am --Worship Service
- 12:00pm-12:30pm --Program Evaluation

- \* **Business attire** for young men is a buttoned shirt, tie, dress slacks and blazer or suit, and dress shoes with socks, belt, etc. For young women, business attire is a blouse and skirt, a blouse and dress slacks, dress, or a suit. Young women should wear pantyhose, dress shoes, and the appropriate accessories.
- \*\* **Business casual** attire of young men is a golf-type or buttoned shirt, dress slacks or khakis, and casual dress shoes with socks, belt, etc. For young women business casual is a blouse and skirt, a blouse and dress slacks or khakis or a dress, and casual dress shoes and the appropriate accessories. Young women should wear pantyhose when appropriate. For young women business casual is a blouse and skirt, a blouse and dress slacks or khakis or a dress, and casual dress shoes and the appropriate accessories. Young women should wear pantyhose when appropriate. Jeans, collar-less shirts, headwear and athletic shoes are not acceptable.
- \*\*\* **Casual** attire for young men is jeans, khakis or shorts, casual shirt, athletic or casual shoes with socks, belt, etc. For young women, casual attire is jeans, pants or shorts, casual blouse, athletic or casual shoes with socks, belt, etc.

#### Suggested Icebreakers:

First, Icebreakers are great ways to begin an Institute, particularly on Wednesday night once all of the participants have arrived, because they help to relax participants, which makes them more receptive to listening and contributing. An icebreaker can also serve to build a team atmosphere and to generate enthusiasm. Icebreakers can be fun, amusing, humorous, thoughtful, surprising or just plain silly. The most popular are games that have participants reveal something personal about themselves, or which encourage participants to get to know each other personally. The idea is that more than just having fun, the icebreaker will truly help to create group cohesion based on trust and understanding.

One of the challenges of an icebreaker is timing. It should not be too long otherwise the serious work of the meeting will not be given enough time. It should not be so short that participants feel it was a wasted exercise. Timing also depends on the size of the group. The following are some ideas compiled by category, and gathered from a variety of sources:

#### *Games*

- Have participants say 3 things about themselves - 2 true and 1 false, others guess what is false
- Have everyone write on a piece of paper their answers to these questions: What is your favorite food, animal, TV show, hobby, and color? Sign your name. Don't let anyone else see the answers. The leader then reads the answers to the whole group, and members try to guess whom each set of answers belongs to. Award one point for each right guess. The person with the most points wins a prize.

- Give each person a list of 5 to 10 traits that they must find in common with the people around them. Sample items could be: "Find someone who was born in the same month", ". someone who lives in your state", or "..drives the same model of car". A prize is awarded to the participants with the most in common.

### *Activities*

- Write the words "agree," "disagree," "strongly agree" and "strongly disagree" on separate pieces of paper and post them on four different walls of the room. Then make a statement such as "our organization can change the world" and have everybody move to the part of the room that matches their opinion. Have the group discuss why they chose their response.
- With everyone in a circle, have someone come up with a short story that they whisper to the person next to them, and so on. Have the last person recount the story out loud.
- Take As Much As You Think You'll Need: Props: M & M's, peanuts, a roll of toilet paper, Skittles or anything else with lots of pieces (choose one) and small cups. To begin, the leader passes around the bowl of M & M's or the roll of toilet paper. Each person is given the instructions to "Take as much as you think you will need." No further instructions are given until each person has received their M & M's. Once everyone has some, the first person begins by telling one thing about himself for each M & M or piece of toilet paper they have taken. When the first person has finished, you move on to the next person in the group. As an interesting twist, and to be sure that you find out some different information on each person, you may give each color M&M a different meaning or category. We suggest the following: (example using Skittles)

*Red:* personal information (name, major, school, age)

*Yellow:* family information (parents, brothers, sisters, pets)

*Orange:* free category- use it to say something fun about yourself or you don't have to say anything

*Green:* dating experience (favorite date, worst date, significant others)

*Purple:* hobbies, other interests (sports, dancing, talents)

- Name Game: Have the group sit in a circle. (Not recommended for groups over twenty.) Each participant will introduce himself or herself by saying their name and a word using the first initial of their first name. The topic from which the word is based is flexible. The facilitator would start by asking the group to think of a favorite food item, or some other topic, that begins with the first letter of their first name. Each person will be responsible to remember the names and matching items for every person that precedes him or her in the circle. The whip ends when the last person in the circle names everyone in the room and the item they like. The facilitator should then ask if anyone in the group can name everyone in the circle and the item they liked.

- Birthday Line: This game emphasizes teamwork. All of the participants must form a line or semi-circle and order themselves according to their birthdays within a calendar year. For example, someone born on January 1<sup>st</sup> of any year would stand at the front of a line or begin a semi-circle. Participants with birthdays in December would form the end of the line and anyone born on December 31<sup>st</sup> would stand at the end. The catch, however, is that they must determine the birthday order without talking or writing! In addition to team building (e.g., cooperation), this game can test their alternative thinking skill.

## *Post Leadership Development Institute*

### Assessment

One of the best methods for improving a LDI is to get feedback from participants about the program. Evaluation can be easy, and it can teach you and the next chapter(s) a great deal about how to prepare for the following year. We suggest that do a two-tier assessment—a Debriefing (this comes from the host chapter's participants) and an Evaluation (this comes from the students).

The following is a set of questions that you might ask the brothers about the institute:

1. Was the institute organized for the students?
  - Registration
  - Housing
  - Sessions
  - Materials
  - Facilitators and Speakers
  - Transportation
  - Food
  - Social Activities
  
2. Did the institute meet its goals and objectives?
  - Did it seek to develop a cadre of positive youth leadership throughout the nation?
  - Did it stimulate an appreciation for African American leadership in the United States and the world?
  - Did it expose students to various leadership skills, opportunities, and challenges?
  - Did it inform students of the current and emerging economic, social, political, communal, and cultural issues affecting African Americans and people of color in America and the world?
  - Did it nurture a network of positive youth by providing fertile opportunities for them to interact on various social and cultural settings?
  - Did it promote and stimulate an appreciation for higher education, particularly at Historically Black Colleges and Universities?
  
3. How can the LDI improve for next year?
  - Organization of the sessions
  - Speakers, Resources, and Materials
  - Logistically
  - Miscellaneous

4. What did you like the most about the training program?
5. What did you like the least about the training program?

We have provided a standard evaluation form that you need to administer to the students as they are preparing to leave about the training. We provide this sample evaluation, noting that each region will have the same sessions and format but different speakers and activities. However, it is important that the basic information that we garner be nearly consistent throughout all Institutes. This will allow all of us to benefit from the success or failure of each Institute (see Appendix D for sample Evaluation Form).

#### Close Out and Follow-up Sessions

Since a major goal of this project is to develop a cadre of 21<sup>st</sup> century leaders, it is important that we inform others about our efforts, in order that more persons would want to attend the following year. Therefore, your work is not completed with the adjournment of the Institute. A few close out activities that need to be done are:

#### Administration

The Regional Leadership Development Institute Chairman needs to complete an Institute report form (see Appendix E for sample Conference Report Form). The report along with the **summary** of the debriefing and evaluations should be forwarded to the Alpha Phi Alpha National Headquarter and the National Leadership Development Institute Chairman. The report will include and allow the chapter to present the highlights (including photos, newspaper clippings, and conference programs) and lessons learned during the program. This report should be submitted three weeks after the Institute.

#### Programs

The Institute, if at all possible, should work with chapters that brought students to the LDI in maintaining their level of leadership development and should keep in touch with them. This will allow for the Fraternity to determine the long-term success of the program as well as track and assist in the progress of LDI graduates.

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## Appendix A

***ALPHA AMBASSADORS** serve as representatives of their schools, communities, and homes at the 2003 Leadership Development Institute (LDI) and beyond. Prior to and while attending LDI, these young envoys demonstrate maturity, character, scholarship, and service – all of the fundamental qualities required for leadership. At LDI, members of Alpha Phi Alpha Fraternity, Inc., facilitators, and chaperons nurture the leadership potential of each ambassador, which, in turn, supports the personal growth of each ambassador. These representatives will further develop existing leadership skills and develop new leadership skills. Each Alpha Ambassador will behave as a messenger of hope and pride and make a difference in his or her home, school, and community.*

Dear Chaperone:

This letter is to congratulate you on your decision to serve as a chaperone for the \_\_\_\_\_ Region Leadership Development Institute (LDI) sponsored by the Alpha Phi Alpha Fraternity, Inc. The program will be held from \_\_\_\_\_ on the campus of \_\_\_\_\_. The participation of chapters and Alpha Ambassadors is testimony to the depth and developmental impact of this 20-year-old leadership development endeavor. We hope that your experiences with the Alpha Ambassadors will prove to be rewarding to you.

Enclosed please find an agenda for the \_\_\_\_\_ LDI and other pertinent information for your participation in the program. All participants will stay in the \_\_\_\_\_ **Dormitory**. If you are driving and need to park your car on campus for the duration of the program, please contact me at \_\_\_\_\_.

**Please plan to arrive at the \_\_\_\_\_.** Participants will check into the dormitory and receive room keys, in addition to receiving materials for the Institute. While we will not be collecting a key deposit, please be advised that the university key replacement cost is \$\_\_\_ and will be assessed directly to those in need of this service. All participants should be reminded that neither the LDI nor \_\_\_\_\_ can be responsible for personal property.

After checking in, participants should report back to the \_\_\_\_\_ Hall Lounge (where you will check in) at \_\_\_\_\_ or \_\_\_\_\_ to participate in the campus tours. You will need your registration materials at this point and should always wear your name badge. LDI enforces a strict dress code. Please see the Institute Schedule for specifics on when and where business, business casual, and casual attire should be worn and their definitions.

Overall, the dress for LDI should at all times be respectable and representative of the leader you aspire to become. You should bring the appropriate undergarments, sleepwear, and toiletries (i.e., soap, toothpaste, tooth brush, etc.). **Unfortunately, \_\_\_\_\_ College/University will not provide linens for the dorm rooms so it is imperative that you bring linen (pillow, pillowcase, sheets, towels);** in addition, we recommend that you bring shower shoes, and an alarm clock.

On behalf of Alpha Phi Alpha Fraternity, Inc., we enthusiastically look forward to working with the Alpha Ambassadors in which the chapters have so carefully selected.

Sincerely,

***ALPHA AMBASSADORS** serve as representatives of their schools, communities, and homes at the 2032 Leadership Development Institute (LDI) and beyond. Prior to and while attending LDI, these young envoys demonstrate maturity, character, scholarship, and service – all of the fundamental qualities required for leadership. At LDI, members of Alpha Phi Alpha Fraternity, Inc., facilitators, and chaperons nurture the leadership potential of each ambassador, which, in turn, supports the personal growth of each ambassador. These representatives will further develop existing leadership skills and develop new leadership skills. Each Alpha Ambassador will behave as a messenger of hope and pride and make a difference in his or her home, school, and community.*

Dear Alpha Ambassador:

This letter is to congratulate you on being selected as an Alpha Ambassador for the \_\_\_\_\_ Region Leadership Development Institute (LDI) sponsored by the Alpha Phi Alpha Fraternity, Inc. The program will be held from \_\_\_\_\_ on the campus of \_\_\_\_\_ in \_\_\_\_\_. The participation of chapters and Alpha Ambassadors is testimony to the depth and developmental impact of this 20-year-old leadership development endeavor. We hope that your experiences with the other Alpha Ambassadors, the facilitators and LDI staff will prove to have great personal benefit in the years to come.

Enclosed please find an agenda for the \_\_\_\_\_ LDI and other pertinent information for your participation in the program. All participants will stay in the \_\_\_\_\_ **Dormitory**. If you are driving and need to park your car on campus for the duration of the program, please contact me at \_\_\_\_\_.

**Please plan to arrive at the \_\_\_\_\_.** Participants will check into the dormitory and receive room keys, in addition to receiving materials for the Institute. While we will not be collecting a key deposit, please be advised that the university key replacement cost is \$\_\_\_\_ and will be assessed directly to those in need of this service. All participants should be reminded that neither the LDI nor \_\_\_\_\_ can be responsible for personal property.

After checking in, participants should report back to the \_\_\_\_\_ Hall Lounge (where you will check in) at \_\_\_\_\_ or \_\_\_\_\_ to participate in the campus tours. You will need your registration materials at this point and should always wear your name badge. LDI enforces a strict dress code. Please see the Institute Schedule for specifics on when and where business, business casual, and casual attire should be worn and their definitions.

Overall, the dress for LDI should at all times be respectable and representative of the leader you aspire to become. You should bring the appropriate undergarments, sleepwear, and toiletries (i.e., soap, toothpaste, tooth brush, etc.). **Unfortunately, \_\_\_\_\_ College/University will not provide linens for the dorm rooms so it is imperative that you bring linen (pillow, pillowcase, sheets, towels);** in addition, we recommend that you bring shower shoes, and an alarm clock.

On behalf of Alpha Phi Alpha Fraternity, Inc., we enthusiastically look forward to working with the Alpha Ambassadors in which the chapters have so carefully selected.

Sincerely,

# Appendix C

## Registration Form

Name \_\_\_\_\_ Age \_\_\_\_\_

Address \_\_\_\_\_

City State Zip \_\_\_\_\_

School Attending \_\_\_\_\_ Grade \_\_\_\_\_

A. List your top three future goals.

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

B. How do you plan to reach these goals?

\_\_\_\_\_

\_\_\_\_\_

C. What are three characteristics of a leader that you possess?

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

D. How did you hear about this conference and what do you expect from it?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

E. Emergency Contact  
Information \_\_\_\_\_

\_\_\_\_\_

# Appendix D

## Evaluation Form

Instructions: Please take a few moments to complete this form. Read each carefully. Make sure you put an answer for each question. If you have questions or do not understand something, please ask for assistance.

Youth\_\_\_\_\_Age\_\_\_\_\_ Presenter\_\_\_\_\_ Chaperone\_\_\_\_\_

City\_\_\_\_\_ State\_\_\_\_\_

1. Knowledge of the subject matter before the conference.

\_\_\_ Excellent \_\_\_ Above Average \_\_\_ Average \_\_\_ Poor

2. Knowledge of the subject matter after the conference.

\_\_\_ Excellent \_\_\_ Above Average \_\_\_ Average \_\_\_ Poor

3. What is your overall rating of the conference?

\_\_\_ Excellent \_\_\_ Above Average \_\_\_ Average \_\_\_ Poor

4. What did you like most about the conference? \_\_\_\_\_  
\_\_\_\_\_

5. What did you like least about the conference? \_\_\_\_\_  
\_\_\_\_\_

6. Would you add anything to the conference? \_\_\_ Yes \_\_\_ No. If so, what \_\_\_\_\_  
\_\_\_\_\_

7. Would you delete anything to the conference? \_\_\_ Yes \_\_\_ No. If so, what \_\_\_\_\_  
\_\_\_\_\_

8. What did you find particularly effective/helpful about the facilitators? What do the facilitators need to improve on? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Appendix E

## Conference Report Form

Host Chapter(s) \_\_\_\_\_

City/State \_\_\_\_\_

President \_\_\_\_\_ LDI Coordinator(s) \_\_\_\_\_

Number of Participants \_\_\_\_\_

**I. Overall Evaluation:**  
**Strengthens**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Challenges**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Lessons Learned**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**II. Quantitative Evaluation:**

1. Number of Participating Chapter \_\_\_\_\_

List of Chapters and District Participating \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Number of Guest Speakers \_\_\_\_\_

List the Names, Contact Information, and Topic Addressed \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Please send to:**

**Alpha Phi Alpha Fraternity, Inc.**  
Attention: Director of Educational Activities  
2313 St. Paul Street  
Baltimore, MD 21218