
Becoming a Leader and Giving to Others

This seventh chapter examines how learning from personal experiences and structural challenges can put students on a path to leadership. Chapter 7 shows students that another important aspect of college is figuring out how to become a leader. Being a leader requires recognizing one's personal strengths and learning how to engage those strengths on campus, which builds skills and experiences for broader civic engagement. The goal in this chapter is to alert students to the ways that college provides an opportunity to construct future paths. Moreover, this chapter presents several student stories that suggest the wide array of options for finding a niche group or activity on campus, which can help students feel integrated and develop valuable leadership skills.

This chapter focuses on *campus engagement* as an important step toward civic engagement generally. We view every college student as capable of being a leader and discuss the many ways that people can find “their thing” on campus. Whether it be getting involved in Greek life, band, athletics, campus ministry, student organizations, or simply finding groups of friends who share similar interests, there is something for everyone on most college campuses. While students are in one sense more connected than ever before, thanks to social media, most entering college students still have a great deal to learn about how to engage respectfully and meaningfully with others, especially groups of people they may not have encountered much prior to college. This chapter shares student stories on this topic and then summarizes research on the importance of practicing generosity and civic engagement during college. Later in the chapter, we also offer advice to help students figure out how to harness their particular set of strengths in becoming social leaders.

STUDENT STORIES: WHAT WE EXPERIENCE

In the following stories, Shawn discusses how technology use can lead to social isolation. Alternatively, Felicia views technology as enabling connection across space and time. Many students talk about finding the groups on campus where they feel a sense of belonging, such as Norah in marching band, Omar as a student athlete, Desiree in a sorority, and Phillip in both campus ministry and theater.

#ihatetechnology #isolation: Walked around campus today, and every person I passed was on their cell phone, not looking up, not talking to each other. Technology is ruining us.

Shawn says this about social isolation:

Throughout the years, I have seen a shift in the social lives and interactions that has been caused by the increase in technology.

Rather than go outside and play with the neighborhood children, many stay inside and watch television or play on their tablet. As a child, I played outside with the neighbor kids, but I still stayed inside and watched television sometimes. For my parents staying inside was never an option; therefore, between my parents' childhood and my childhood, there was an increase in both isolation and technology. Not only has there been an increase in isolation between an individual and the outside world, but there has also been an increase in isolation between an individual and their family. As I got older, my family ate together less and less because me and my sister started having other things to do like homework. As my sister got older, she started staying in her room and watching television rather than socializing with the entire family.

#ilovetechnology #connection: Had a great video chat with my folks today. Just love how technology makes us feel so connected across the miles.

Felicia holds a very different view of technology, which she praises for facilitating long-distance connection:

Technology . . . allows people to maintain relationships over long distances . . . Growing up with a cellphone, the internet and a TV has allowed me to interact with the rest of society at any given time from virtually anywhere . . . We are a more mobile society and can keep in contact with people easily over great distances . . . I am characterized by a lot of statuses: female, student, Honor's College student, Texan, Christian, sorority member, and more. I am unique in this combination of identities, and the modern world of technology has allowed me to maintain all my statuses at once. Technology allows each of my identities to continue to shape who I am, even over distance. Being able to speak with my family in a different state allows them to offer me advice and guidance, continuing familial ties over a long distance.

#marchingband #ilovemusic: Marching band season is back, and it's time to remind everyone how much commitment this takes. We practice longer than the football players. We sweat more than the cheerleaders. We hype the crowd. Marching band *is* a sport.

Norah describes getting involved on campus, through the marching band, which functions as a near total institution:

The splitting of friends meant that I would have to start over when I came to college. I did this by joining different groups, most notably the marching band . . . Three days a week we would rehearse for two and a half hours, then Saturdays would go from 7 hours before kick off, through a 3 to 4 hour game, then up to 2 hours after for clean up; we also have to come 2 weeks before classes start to begin freshman orientation for band and summer rehearsals, which are 8am to 8pm. To join the band, just like many other social groups there are certain ways of doing that . . . The marching band has certain standards of playing and so we do not let everyone in . . . The marching band has provided a melting pot for such different backgrounds and serves to provide entertainment as well as a social vehicle through college.

#collegesports #studentathletes: Happy Monday you guys! Getting ready for the big meet this weekend. Aiming for a new personal best and want to thank everyone in advance for coming out to support the team. As one we are nothing, as many we are strong.

Another student, **Omar**, describes a similar kind of involvement in athletics:

We have all been re-socialized into more similar people and athletes. Our coaches . . . like us to all be in uniform and act in a certain way that represents the university well. We have several responsibilities, programs, and advisors who have shaped us into [university mascot] athletes. Everyone dresses very similarly in the athletic gear we are given, and we even have a separate dining

hall from regular students. No one has much free time to do what they want, since we are all stretched so thin among athletic responsibilities. Even our team academic advisors want to make sure we are able to make it to practice, first and foremost, and will not allow us to take courses that are offered during practice times. Athletic performance is a huge priority among the coaches, and if they are giving scholarship money, they pretty much have control over what we can and cannot do. There are rules about going out on the weekends, what we can eat, and who we can socialize with. We are all required to participate in the community service project that our teams are a part of . . . I have been changed and socialized into this new life.

#sistersforlife #volunteering: Every day we choose happiness, love, and giving. Proud of my sisters for working hard today to give back to others. So inspiring!

Desiree talks about how her involvement in volunteering in high school is one reason she now feels at home in a sorority:

When I began high school, I prepared myself for college and life beyond with the help of my parents . . . One aspect of this was showing volunteerism. They enrolled me in two programs . . . that involved volunteering and community outreach through local healthcare institutions. Both of these programs were for girls of a certain age and led by family-oriented, working women . . . As a participant in these programs, I was required to complete a certain number of volunteer hours and attend meetings that included activities such as making cards for patients and touring hospitals. The culmination of both these programs was a ball where each girl wore a long dress and was presented for their accomplishments . . . When I moved out of my house and went to college, I continued to perpetuate the upper-class traditions by joining a sorority. Similar to the volunteer programs I participated in in high school, the foundation of a sorority is philanthropy . . . My sorority again

is filled with girls with similar backgrounds and cultures as me. They too participated in debutante balls and volunteer training programs. In this way, we have formed a new culture in college . . . College, unlike high school, is run by a power hierarchy centered around the fraternities . . . Before going to college, my parents gave me the talk about always staying with a buddy, being cautious, and never walking alone. This is a consequence of being female. Women are thought of as vulnerable and weaker than men . . . For this reason, we have stuck together. My friends and I took our shared understanding, and now act collectively to have the most successful outcome. This manifests in supporting each other academically, socially, emotionally, and physically through the obstacles that come with a whole, different college culture and being away from home. In this environment, it is nice to have a group that mirrors the values that I was raised with . . . Being a member of a sorority on campus has been a great way to meet people and get involved, but I know that it is changing who I am and what I place value on . . . Before joining a sorority, I never noticed when other people wore Greek letters, but now that is the first thing I notice . . . because of the push within Greek Life for “Greek Unity” and for making friends inside the Greek circle.

#friendgroups #campusministry #theatre: A big shout of thanks to all who helped make the show possible tonight. Also want to thank my campus ministry peeps for coming to support me. Was nice to finally introduce my two #friendgroups to each other!

Phillip discusses navigating distinct friend groups with different values and norms:

Currently I have two major groups of friends on campus, which I became a part of in two drastically different ways. The first was the community at campus ministry, which I started going to during welcome week, at the suggestion of my mother. Immediately when I first walked in I was warmly welcomed by the staff and I became

fully integrated . . . as soon as my third visit because some older students brought me into the fold based on our common interests. It was extremely affirming to have what felt like a kind, strong support system so early on in my first semester here. I didn't feel like a friendless freshman anymore . . . As a student with next to zero existing ties at the university, who was raised in a Methodist church back home, I was probably the ideal recruit. I was open to the attention however, and the tactic worked like a charm.

On the other hand, my first encounters with my fellow theatre students were interactions based almost entirely on gossiping and speaking ill of other people in the department. Shared disdain was the strongest factor in forging friendships among groups of people . . . That is not to say that there is any overt hostility present between people in the department; on the contrary, everyone is perfectly pleasant to each other during day-to-day interactions. Instead we choose to release our feelings of animosity to trusted confidants (who come in the form of casual friends, at best) . . . The high contrast in style between my social groups makes for a little extra work for me, with having to straddle between them [the two groups and their very different norms of behavior]. But the fact that I get to choose and curate my social interactions in college is important to my sense of personal identity in society.

SCIENCE: WHAT WE KNOW

Does technology increase social isolation? That is a central question for many scientists in sociology, political science, and communication today. D. Stanley Eitzen (2013) summarizes major findings on this topic by stating, “the bonds of civic cement are disintegrating as we become increasingly separate from each other, from our communities, and from society” (p. 623).¹ In contemporary society, people are highly mobile—moving an average of every five years, switching jobs regularly, divorcing, living

alone in rising numbers, and spending more and more time indoors to enjoy the benefits of technology: air conditioning, television, video games. However, a drawback is that people can be more isolated from each other. In short, “paradoxically, the current communications revolution increases interaction while reducing intimacy” (p. 625).

A student in this chapter, Shawn, describes this by saying: “The increase in technology has increased isolation . . . This increase in isolation will cause the nation to be filled with lonely, bitter, alienated, and depressed people (Eitzen 2013).” His point is that there is a danger that people can hide behind their screens, not truly connecting even when in each other’s presence. Plus they can be heavily influenced by the kind of media they engage, and the extent to which it conveys the truth about the events and people involved (Lindner 2013).² For example, Felicia of this chapter, who overall has a positive view on the role of technology, concurs with Shawn in saying, “This [the widespread availability of social media] means that socialization is even more far-reaching than ever before. The media controls what is shown on TV and in the news, so it controls people’s feelings towards an event (Lindner 2013). This means that the media can socialize people on a large scale using technology and can control people’s understanding of an event.” Social media can support social engagement, or disconnection, depending on how it is used.

On a college campus, it is not difficult to combat the potentially isolating effects of technology. Campus life provides ample opportunities to find a group to join. In fact, university campuses are one of the most socially dense contexts encountered during emerging adulthood. Most students experience a greater degree of choice and flexibility in selecting their friend groups in college than in high school, which is dominated by cliques. Yet the “joiner” culture on college campuses also has drawbacks. For example, some social groups, such as “high-risk fraternities”³ (as referred to by **Desiree**) promote norms that make people act against their own better judgment and inhibit others from protesting activities that promote a “rape culture” (e.g., #metoo). As the student describes, this can result from gender expectations that turn women into “objectified

victims⁹⁴ of sexualized social contexts, which college campuses can be. Along with this intense example, there are also numerous other everyday examples of group norms producing negative effects, such as downplaying academics by promoting absenteeism or stigmatizing academic accomplishment. Whatever groups they are a part of, however, students can still be intentional actors, both within their own life stories and within the roles they play in other people's lives. Part of navigating college is assuming the adult roles of figuring out how to be a good citizen to others, on campus and in community generally.

Acting in the interests of others is something social scientists commonly refer to as *altruism*. However, contemporary scholarship on other-oriented behaviors questions the assumption that altruistic actions are performed to benefit others. It turns out that many altruistic acts are entirely beneficial to the giver or cooperator (Simpson & Willer 2015; Fischer 2010).⁵ This is why some scholars have turned to the term *generosity* to describe activities that are intended to promote collective well-being, regardless of whether they also help out the giver (Herzog & Price 2016).⁶ In any case, a necessary precondition for being involved in voluntary associations and charitable giving is trusting other people (Glanville 2016).⁷ College is a key time to build that social trust by participating in a wide range of social groups, because emerging adulthood is the life stage during which most people form enduring patterns of participation (Núñez & Flanagan 2016).⁸

Involvement in social and civic groups is changing as technology evolves. Scholars disagree over whether younger generations are increasingly individualized in the ways they participate in civic life (Settersten & Ray 2010),⁹ or whether the change is only in methods of organization, from the face-to-face interactions that predominated in the past to online interactions that are more common today (Winograd & Hais 2011).¹⁰ Whether or not young people are more individualized online, scholars find an overall trend toward increasing isolation (King, Harding, & King 2010).¹¹ Thus, it is important for students to overcome their hesitation to join social groups, and especially community activities. One must engage multiple forms of intelligence and leadership styles (Riggio et al. 2013)¹² to

find one's unique voice and offer it in shared spaces, online and in person. College provides an excellent social context in which to "try on" different ways of relating and to practice civic articulation—indeed, trying on different ways of relating is a hallmark of emerging adulthood: forming personal and social identities.

Becoming a leader requires social engagement. Leaders must step up to get involved in changing circumstances they do not like, rather than shirking away from them or blaming them on other people. Leadership today can take a wide variety of forms. Sometimes leaders hold positional power within organizations, but increasingly social media enables leadership through being a social influencer. Leaders transform their social contexts to encourage and compel greater ethical attention to inclusion and equity.¹³ Leadership entails a focus on the welfare of others, and college engagement can build life-long practices of engaging justly and generously.

ADVICE: WHAT WE (CAN) PROVIDE

#ihatetechnology #isolation It is clear that **Shawn** desires to disconnect from technology. It sounds like he had a lot of experience growing up with technology, but perhaps it was forced on him. Shawn's critical eye on technology can give him some strengths that other students may not have. Thus, we recommend that he check out organizations or classes that focus on technology, whether it be gaming or some other topic. This will enable Shawn to connect and socialize with others who enjoy critiquing technology.

That Shawn sees some drawbacks of technology could be an opportunity for him to get involved in technology industries: instead of merely assuming technology is destructive, he could help companies and organizations to think creatively about how to foster social ties through technology. We also advise Shawn to recognize that it can be okay to disconnect. Being aware of the drawbacks of connecting online can push him to find human interaction in-person, by joining clubs and organizations with

other people who enjoy disconnecting from technology. Some of the best advice for Shawn comes from the reading he cites (Eitzen 2013: 630):

- Engage in public activities;
- Have meaningful face-to-face conversations with friends on a regular basis;
- Get to know your neighbors, co-workers, and the people who provide services for you;
- Join with others who share a common interest;
- Work to improve your community;
- Become an activist, joining with others to bring about social change;
- And, most of all, we need to moderate our celebration of individualism [and our tendency toward self-absorption] and [to] develop instead a moral obligation to others, to our neighbors (broadly defined) and their children, to those unlike us as well as those similar to us, and to future generations. [brackets added for clarification]

#ilovetechnology #connection For **Felicia**, someone who loves technology and sees the benefits more than Shawn does, technology is a symbol of developing her own social capital, allowing her to stay in contact with her friends and family. It is a way of maintaining those social relations, no matter how far away. We advise students like Felicia to embrace this love of technology and to consider ways that it can pay off later. For example, being able to use Snapchat and Twitter could translate into a useful skill in workplaces that engage social media. The ability to keep up those relationships from back home is likewise a skill that helps Felicia juggle connections with a variety of people.

At the same time, our advice for Felicia is similar to Shawn in that she too needs to get connected on campus. Being able to use technology to keep in touch with her family and friends from back home can translate to new ways of building friendships with people on campus. Technology can provide a wonderful outlet, but it is also beneficial to have face-to-face

conversations and to make time to unplug, to put down mobile devices and have personal human interactions. College campuses are filled with opportunities to meet other people in person, and we advise Felicia to try to meet new people on campus who share similar interests to her friends back home, in order to build that in-person network too.

#marchingband #ilovemusic While **Norah** is in the marching band and refers to this as a dominant part of her identity, she also mentions having a “band self” and a “non-band self.” Considering that band demands so much of her time and commitment, we would encourage her to ponder ways to develop other aspects of herself outside of band. Even as she attends to these other aspects, however, she needs to also remain in good standing in the band to retain her band scholarship. To help her successfully resolve those tensions, we recommend that Norah visit with an advisor. An advisor could help her to see the valuable soft skills she is gaining, such as managing her time well as she works from morning until night, and balancing the demands of practice with that of her coursework. Her advisor could underscore how well those skills translate to a variety of careers. This may help Norah relax and recognize that she can devote space and time to band without allowing other aspects of herself to wither.

#collegesports #studentathletes As **Omar** described, college athletics can be viewed as a total institution because participants must follow an extensive set of rules to stay in good standing. Because athletics plays a large role in Omar’s identity, we recommend that he, like Norah, seek ways of branching out. Supporting other aspects of himself would be beneficial during his college years and beyond. There is always a chance that an injury could occur and hinder his athletic ability, and the best protection against this possibility is investing in more than just athletic pursuits. Like military members who retire from service or are no longer connected with a certain branch of military, many athletes experience a loss of self when their collegiate or professional careers end. We thus encourage Omar to find ways to participate in other meaningful activities, perhaps off-campus. For example, if Omar is religious, he could go to a religious function. Or if he wants to cultivate his own generosity, he could consider reaching out to volunteer in an after-school program with local kids.

Although Omar already feels busy, he may feel enriched if he can squeeze in some involvement with other social groups on the weekends or after practice.

He could ask: Who am I, besides a student athlete? When it comes time to transition into a career, this will be an important question to answer in order to maintain a sense of self. We want to be clear that the structure that athletic programs provide, in high school and in college, can be highly beneficial. At the same time, athletes should also be aware of the drawbacks of that structure. It is best to prepare for the day when students leave that structured atmosphere and no longer have people telling them when and how to accomplish it all. We advise Omar to remember that his life will not be this way indefinitely. College provides student athletes with a chance to plan for life after athletics, to take ownership of the decisions they will need to make, and to be confident in their ability to transition into a career of their choosing.

#sistersforlife #volunteering In her story, **Desiree** provides an interesting reflection on how volunteerism has been part of her college pathway. It helped build her resume for college, and as she recognizes, it is bolstering her capacity to talk confidently with women in charge. She sees that volunteering is not only about giving back but a way of building connections. It helped her get into a sorority, which was instrumental in her making new friends. While volunteering may have begun as a desirable credential, it became a process that changed her and is shaping who she is becoming. We advise students to learn from Desiree by reflecting on what path they are carving out and why. This is an excellent opportunity for Desiree to recognize that college is not simply about the degree. Also important, as she is beginning to recognize, is the process. Embracing the reasons she is in a sorority, why she wants to volunteer, what she wants to gain out of that volunteering, all of these reflections will remind Desiree that college is an experience. We encourage Desiree to take ownership of the connections she is making and recall the ways that social capital will continue to support her beyond the walls of that institution.

#friendgroups #campusministry #theatre As some other students have mentioned, **Phillip** describes how part of the college experience is

learning how to handle different friend groups. In his case, he has quite distinct groups of friends, and he recognizes that these groups have divergent norms for fitting in and forming connections. He feels he was somewhat pushed into one group (campus ministry) by his mom, but they seem welcoming. The other group (theater) he gravitated to because of his major, and they seem more splintered. Moving between these groups gives Phillip a unique perspective. From the latter circle, he can learn how to fit in with a small group, and from the former he can learn how to broaden his circles, to be more inclusive of others. Keeping up with two very different groups can be tricky, however, and it sounds like it may be wearing on Phillip.

We thus recommend that Phillip talk with some more senior classmates, perhaps ones who participate in campus ministry or theater. He can seek out someone who he notices also navigates different friend groups, perhaps even the same combination. From these classmates Phillip might learn some strategies that others use for belonging to multiple groups of friends, and conversations on the subject will also make him feel more integrated. The key is finding a sense of connection with people in the group that is meaningful and authentic, not based on keeping part of oneself hidden. It is hard for students to find their way in two contrasting contexts. Talking with friends can help to normalize that feeling and make Phillip realize that he is not as different as he thought; instead, he is experiencing a common aspect of college.

In addition, we advise Phillip not to think of the norms of the theater group as predetermined and set in stone. He is a member of this group and has the ability to influence its norms. It is great that he is aware of the ways the group socializes him and connects with new members. Yet he should also think about what characteristics of his religious friends he enjoys and how to bring more of that welcoming atmosphere into the theater group. A common and relevant phrase is: "Be the change you wish to see." In this case, when someone in the theater group begins badmouthing others, Phillip could be the one to speak up. He could say something like this: "I fully understand where you are coming from, and at the same time I have noticed that sometimes our connections seem to revolve around

picking on other people. Maybe let's shake things up for a change and talk about what we enjoyed." Figuring out how to change a group dynamic, without pushing people away, is an important leadership skill. Plus, it can help Phillip to integrate the different aspects of himself across groups, creating a greater sense of stability within both circles.

Returning to the central themes of this chapter, we advise students to consider how to integrate their various connections and experiences into an authentic sense of self. This will ward against feeling like an imposter and build an identity as a leader who can rise above petty group dynamics to create meaningful action. Authenticity does not have to mean acting the same in every situation, but it does mean having enough of a coherent sense of self to know how to be true to one's values across social situations. One of the lessons that college teaches is that what may be considered appropriate in one group is not appropriate with another. Learning how to read those social cues enables students to live up to the expectations of new situations. Another key lesson of college is learning how to become an engaged citizen, to be generous to classmates and community members. Emerging adulthood is a key life stage for building the lifelong habit of service, and that begins with having an integrated self from which to give to others. Feeling torn across different groups can be exhausting, making students feel limited in their capacity to give to others. Reflecting on ways to achieve greater coherence across different groups can lessen that mental drain and free up more energy for generosity.

TOGETHERNESS: WHAT WE (CAN) SHARE

Next, we offer a possible dialog between several of our case studies.* Written by the youngest among our authorship team, this section is meant

* As described with the first togetherness section in chapter 5, faculty and support staff are important social supports in navigating college, as are fellow students. In these togetherness sections, the goal is to suggest ways that students can support one another in navigating college. Akin to a reality television show, the students are interacting with each other in ways that build their relationships around some of the challenges and opportunities these students

to capture the energy with which students converse with one another and noticeably changes in tone from prior sections.

Devon, Austin, Abby, Charlie, and Jacob. Devon and Austin are chatting with each other at a midsemester Homecoming party. Austin shares his story about going through Greek recruitment only to find out that he could not afford to join a fraternity. Devon completely understands. He does share some advice, however. He says that networking is all about looking for things that you genuinely enjoy that will also allow you to connect with other people. He says, “You do not have to do something as expensive as going Greek if you do not want to.” He has been learning golf, something he never thought he would do. But already, it has allowed him to spend some quality time with many new people. Austin and Devon talk about how they might meet people at this party who they can stay connected with for a long time.

Not long after, Abby notices that Austin is at the party and immediately runs over to say “hi.” She is there with another new friend, Charlie. After some introductions, they swap stories about how crazy and busy the first two months of college have been. Charlie tells a funny story about a wild experience she had at a party a few weeks ago, and everyone shares a good laugh. She says she loves telling that story, but she admits she has been pretty stressed out lately because she cannot find the time to do her homework. They can all relate. Abby jumps in to suggest some advice. She says that people think it looks cool to “party hard,” but that there are ways to keep up going out without overdoing it. Her sorority sisters have showed her a few. She always has a “buddy” with her to keep each other out of trouble, and she always shows up to a party or function as early as she can so she can have plenty of fun but still get back to her room in time to study

described in their case studies. Given the challenges already expressed within the case studies, the goal in these situations is to focus on the positive ways that students can support one another. Inevitably social interactions can also be fraught with negative experiences, and we do not mean to suggest that all social interactions occur positively. Rather, we offer some possible ways to support one another, which students can and will modify to add their own authentic approach. To review student stories alongside these togetherness sections, readers can refer to the table of case studies preceding chapter 1 and the brief synopsis of student stories included within that table.

if she needs to. Charlie now feels so excited! Austin chimes in too, saying that Abby always gives such great advice.

Jacob, who is standing nearby, cannot help but overhear their conversation. He jumps in and agrees wholeheartedly. He says, “College is so different from high school in almost every way!” It took him awhile to get the hang of it. He and Charlie begin talking about all the ways they have learned to adjust in such a short time, both feeling reassured that someone else felt as overwhelmed as they did in the beginning. They agree that it has been challenging, but also very fun. The five students make plans to hang out together after the football game this weekend.

The next week, Devon, Austin, Abby, Charlie, and Jacob discover they are actually in the same class. The class meets in a large lecture hall, and they used to sit dispersed throughout the room. Now that they met outside of class, they gravitate to each other. The instructor hands out a worksheet and asks the class to complete the Leadership Compass activity. They are told that they will need to work together to create a group project. In the past, they would have hated working on a group project, especially because it makes them nervous about receiving a good grade. But since they have shared their perspectives with each other outside of class, they are more open to figuring this out together. They fill out the leadership activity and tabulate their results. It turns out that Devon is a Nurturer, Austin is a Mobilizer, Jacob and Charlie are both Teachers, and Abby is a Visionary. Reflecting on how this jazes with their own experience of each other so far, they talk readily about how they have already started to notice the different strengths they all bring.

The group decides to work together on a video for their class presentation. Since Charlie is funny and organized, the group decides that she should plan out what each of them will say. Abby chimes in to say that she can help Charlie brainstorm, since she thinks she has a good sense of the big picture for the assignment but needs some help making it happen. Jacob offers to take notes on their discussion each time they meet and to set them up with a group on a popular app so that they can be in touch with each other. Austin gets a bit impatient with how long it takes everyone to decide on the details, but after a few weeks, he begins to see

how cool the idea is that they are developing. He then helps the group get excited each time they come together and reminds everyone about the energy they had flowing the last time they met. Devon misses a few of the group meetings because he had to help out some family members, but whenever he makes it to the meetings, he helps facilitate the discussion and validates others' multiple perspectives. They wind up getting an A on the assignment, but more importantly, when they discuss their experience of the group, in preparation for their individual reflection assignments that they have to submit along with the group video, they realize they learned a lot from this experience.

FURTHER READING ONLINE

Other ways to reflect on strengths in becoming a social leader include the following:

- Anderson, Edward, "Strengths Quest: Curriculum Outline and Learning Activities," Azusa Pacific University, retrieved from <http://www.weber.edu/WSUImages/leadership/docs/sq/curriculum.pdf>.
- "How Good Are Your Leadership Skills," Mind Tools, retrieved from https://www.mindtools.com/pages/article/newLDR_50.htm.
- "Quiz: What's Your Leadership Style," Leadership IQ, retrieved from <https://www.leadershipiq.com/blogs/leadershipiq/36533569-quiz-whats-your-leadership-style>.
- Zenger, Jack, and Joseph Folkman, August 12, 2013, "The Eight-Minute Test That Can Reveal Your Effectiveness as a Leader," *Harvard Business Review*, <https://hbr.org/2013/08/how-effective-a-leader-are-you>.
- Serafin, Tatiana, August 15, 2011, "How to Assess Your Leadership Skills," Inc., retrieved from <https://www.inc.com/guides/201108/how-to-assess-your-leadership-skills.html>.

- Along with leadership, another important strength to build during college is academic integrity. Here is a resource for reflecting on what it means to take personal responsibility for individual and group work: “Chapter Seven—Academic Integrity,” Stony Brook University, retrieved from <https://you.stonybrook.edu/firstyear/chapter-seven-academic-integrity/>.

NOTES

1. Eitzen, D. Stanley. 2013. “The Atrophy of Social Life.” In Susan J. Ferguson (Ed.), *Mapping the Social Landscape: Readings in Sociology* (7th ed., pp. 623–630). New York: McGraw-Hill Education.
2. Lindner, Andrew M. 2013. “Controlling the Media in Iraq.” In Susan J. Ferguson (Ed.), *Mapping the Social Landscape: Readings in Sociology* (7th ed., pp. 453–463). New York: McGraw-Hill Education.
3. Boswell, A. Ayres, and Joan Z. Spade. 2013. “Fraternities and Collegiate Rape Culture.” In Susan J. Ferguson (Ed.), *Mapping the Social Landscape: Readings in Sociology* (7th ed., pp. 216–228). New York: McGraw-Hill Education.
4. Loe, Meika. 2013. “Working at Bazzoms: The Intersection of Power, Gender, and Sexuality.” In Susan J. Ferguson (Ed.), *Mapping the Social Landscape: Readings in Sociology* (7th ed., pp. 79–94). New York: McGraw-Hill Education.
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