

Name of Session:	7 Habits of Highly Effective (Camp) People
Name of Instructor:	Efraim Yudewitz
Session Type: (Pillar, L'shma, Subcommittee)	Leading Through Role Modeling and Ruach
Website Description— Skills, Knowledge and Experience to be acquired: (Who, What, Why?)	Businessmen and business women, presidents, star athletes, doctors, lawyers and talented camp professionals all share similar characteristics and skills that make them excel and succeed. <i>The Seven Habits of Highly Effective People</i> , first published in 1989, is a self-help book written by Stephen R. Covey that has sold over 15 million copies in 38 languages. In this session, learn what makes others great, and how you can master a few simple principles and excel in whatever you pursue! We will use the Jewish lens of reflective practice to take inventory of our own values and behaviors.
Program Type: Is this a Staff Training or Jewish Program?	Staff training
Staff Training Outcomes: What counseling moments can Fellows utilize to highlight their leadership skills?	Participants will be able to use terminology and management philosophies from the session to better work, manage, and lead in bunk situations and other opportunities for leadership.
Age Group: What age group was this originally designed for?	Staff
Jewish Texts and/or Contexts:	Mitzvah Goreret Mitzvah, "We are what we repeatedly do. Excellence is not an act, but a habit." – Aristotle
<p><u>Opening Activity</u> <u>Time: 10 minutes</u></p> <p>Start off with the story of "Sheket Bivakah Shah" (I was once in a comedy club and the comedian came out and his first bit was to see if his "people" were at the club. He then screamed "Sheket Bivakah Shah" and almost the entire club responded "Hey" he then felt comfortable knowing that his people were there with him.)</p> <p>This is a cute example that sometimes we react not by intentional thought but by habit.</p> <p>Define habit: A recurrent, often unconscious pattern of behavior that is acquired through frequent repetition.</p> <p>Explain the concept of Mitzvah Goreret Mitzvah- a good deed will lead to another good deed.</p> <p>Icebreaker: On note cards prepared beforehand have the following actions and "habitual responses" written out. Every participant will be given a card and they will have to say out loud their habitual response or do their action. The object of the activity is to highlight actions and habitual responses and for every participant to find their partner.</p>	

Suggested groups:

Sneeze and “God Bless You”

“We are what we repeatedly do. Excellence is not an act, but a habit” Aristotle. Once we are aware that our behavior is a collection of habits we can focus on changing behavior by practicing habits.

Step-by-Step Session Description

Time: 40 minutes

Paradigm shift. We have an understanding of the world and what it is supposed to be, and then we view everything with that lens or understanding shaping our interpretation. (Example: In the movie “The Matrix” when Neo tries to jump the first time his understanding is that gravity makes the rules. His paradigm shift occurs once he realizes that the matrix is an unreal universe and that he can make the rules)

Handout #3- Ask a participant to please describe this image.

(Most commonly younger folks will identify the woman in the picture to be a high society young lady. Older generation people will describe and see a frail older unattractive woman. The purpose of this activity is to highlight the lens or paradigms in which we see the world)

As counselors we need to be able to shift our paradigm on occasion to not only see camp as we see it but also as our campers see it.

Have a member of the group read the following story:

“Two Battleships”

Two battleships were at sea on maneuvers in heavy weather. The captain of the lead battleship was on watch as night fell. They were traveling through patchy fog that made visibility poor. Then, the lookout on the wing of the bridge reported, “Light, bearing on the starboard bow.”

“Is it steady or moving astern?” the captain called out.

“Steady, Captain,” came the answer, confirming that they were on a dangerous collision course with the other ship.

The captain called to the signalman, “Signal that ship, tell them we are on a collision course, advise you change course 20 degrees.”

“I’m a seaman second class,” came the reply, “You had better change course 20 degrees.”

The captain was furious. He spat out, “Send this message: I’m a battleship. Change course 20 degrees.”

Back came the flashing light, “I’m a lighthouse.”

The battleship changed course.

How does this story relate to paradigm shifts, and what are the paradigms that we have with us at camp?

(Also this is the appropriate time to mention that Cornerstone participants can be viewed as Jewish educators even though they might have never considered themselves as Jewish educators.)

Proactive V. Reactive

Ask for definitions.

Hand out note cards of various phrases and ask participants to determine if they are proactive or reactive phrases.

Phrases include:

Reactive

There's nothing I can do.

That's just the way I am.

He makes me so mad.

They won't allow that.

I have to do that.

I can't.

I must.

If only.

Proactive

Let's look at alternatives.

I can choose a different approach.

I control my own feelings.

I can create and effective presentation.

I will choose an appropriate response.

I choose.

I prefer.

I will.

On the back of the note card ask participants to respond to the following two questions:

In what ways have you been reactive at camp?

In what way can you be more proactive at camp?

After understanding proactively v reactivity we can touch upon building strong habits for time management.

See handout #1.

Ask participants to give examples for all four categories.

Which category do you spend most of your time in?

Stephen Covey explains that the difference between typical people and highly effective people is that the later spends more time in which category? (Correct answer important and not urgent)

Finally, the last habit that will be discussed is how to effectively manage interdependence. We can do everything on our own, especially at camp. Covey uses the concept of the emotional bank account to focus on highly effective habits of strong relationships.

Before exploring handout #2 try and list all of the various people that you interact with / have a relationship with at camp.

Explore handout #2.

Planning for Camp

Time: 10 minutes

Personal mission statement. Mission statements are vital for organizations to keep their actions and intentions focused on what their goals are what they hope to achieve. Personal mission statements are just as helpful for individuals. Remember to focus on "what you want to be (character) and what you want to do (achievements and contributions).

Closing Activity

Time: 5 minutes

Recommended Follow-Up: post session

7 Habits of Highly Effective (Camp) People
Resource Sheet 1

		URGENCY <td></td>		
		High		Low
IMPORTANCE	High	1 Urgent and important Do it now	2 Important not urgent Decide when to do it	
	Low	4 Urgent not important Delegate it	3 Not important not urgent Dump it	
		Low		

*We are what we repeatedly do.
Excellence, then, is not an act, but a habit.*
– Aristotle

7 Habits of Highly Effective (Camp) People

Resource Sheet 2

Paradigms of Interdependence

The Emotional Bank Account

Imagine that each person with which you have a relationship of some kind has an emotional bank account. A deposit would be when you pick up a couple skateboard magazines for your son on your way home. A withdrawal would be when you make a promise to come watch his baseball game, but you do not show up. The goal is to get as much money in your emotional bank accounts as possible.

Six Major Deposits

Ways that you can make deposits in emotional bank accounts are:

1. Understanding the Individual

From Covey:

"I have a friend whose son developed an avid interest in baseball. My friend wasn't interested in baseball at all. But one summer, he took his son to see every major league team play one game. The trip took over six weeks and cost a great deal of money, but it became a powerful bonding experience in their relationship.

My friend was asked on his return, "Do you like baseball that much?"

"No," he replied, "but I like my son that much."

2. Attending to Little Things
3. Keeping Commitments
4. Clarifying Expectations
5. Showing Personal Integrity
6. Apologizing Sincerely When you Make a Withdrawal

7 Habits of Highly Effective (Camp) People Resource Sheet 3

