Leadership training & development in secondary schools

Vanessa M. Hesling

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Leadership Training & Development
in Secondary Schools

by

Vanessa M. Helsing & Lisa M. Stevens

Senior Project
Jepson School of Leadership Studies
University of Richmond
Richmond, VA

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TABLE OF CONTENTS:

Part I:  The Impetus for Leadership Education in Secondary Schools
        Fundamentals of our Leadership Vision
        Leadership Education

Part II: Leadership Seminar Series
        "Up... Up... And Away!" - 2 hour leadership workshop
        "Batter Up!" - 3 hour leadership workshop
        "Lights... Camera... Action!" - 3 hour leadership workshop
        "Summer Leadership Institute" - 2 week leadership course

Part III: Reflection & Conclusions

Part IV: Attachments
        Literature Review
        Learning Contract
        Marketing Materials
        Related Journal Article Prospectus
        Bibliography / Works Cited for Part I & Part II
Part I:
The Impetus for Leadership Education in Secondary Schools
Vision Statement: To challenge our nation's education system to embrace and accept leadership studies as a viable and necessary addition to traditional curricula.

Leadership is an electric current of believing. Believing is the powerful tool by which students can achieve beyond their potential. As a catalyst for positive thinking and an encouragement to excel, leadership studies enables students to not only improve themselves, but to start critically viewing the world around them. The world needs risk takers, thrill seekers, and challenge takers-- once students understand that they can make a difference, they begin to believe in their untapped abilities and gain the confidence needed to become active and important members of their church youth groups, volunteer organizations, sports teams, school clubs, and student governments. Students who do not become productive participants in extracurricular activities may suffer from apathy, fear, or a lack of self-confidence. The way to combat some of these common fears is through creative and positive educational experiences. Students will be inundated with the belief that they are important and critical players in their world if they are given the opportunity to learn in a comfortable environment where instructors have high aspirations for today's youth. The combination of enthusiastic professors and the empowering subject of leadership studies is just what today's youth need to become better leaders, team players, and improved citizens.

The reason for creating leadership programs for high school students stems from our strong belief in the capabilities of today's youth. We need a nation of students with well-balanced learning experiences that complement the conventional education that they receive from traditional schooling, i.e. history, sciences, languages, and mathematics. Teachers and coursework should motivate and challenge students to care about learning and knowledge. In order for students to be excited
about learning, a creative and practical twist on education must be presented to our nation's youths. Bell Hooks, author of *Teaching to Transgress*, writes that a transformational process occurs in the classroom when students are motivated by someone and then, as a result, are self-motivated to learn, to experience, and to think critically. Leadership studies is *creative* as well as *practical*, and will encourage students to learn inside the classroom as well as outside in their neighborhoods and communities. Schools are searching for unique educational opportunities that will engage students and make learning meaningful and useful to them.---Leadership studies is emerging as a beacon in that search.

After visiting several schools, talking to teachers and administrators, and actually presenting leadership workshops to youth, we have recognized the need to promote leadership education. Therefore, the purpose of this project is to develop ways advocating leadership education in high schools, through such means as conferences, camps, school in-service programs, and leadership texts. We have developed various programs focusing on many aspects of leadership, including motivation, conflict resolution, communication, ethics, decision making, vision, service, and group dynamics. We strongly believe that the merits of our programs, coupled with our theoretical background, will profoundly impact students' lives. Leadership is not a nebulous, exclusionary, elitist phenomenon, but rather an interdisciplinary, learning, synergistic concept that will improve today's students. Leadership can make a positive difference on today's youth for tomorrow's benefit.
Leadership

Before one can understand the necessity of leadership education for youth, the concept of leadership itself must be explored. What exactly does the phenomenon of leadership entail? According to the following researchers, leadership is:

- The creative and directive force of morality (Munson, 1921);
- The process by which an agent induces a subordinate to behave in a desired manner (Bennis, 1959);
- Directing and coordinating the work of group members (Fiedler, 1967); and
- Transforming followers, creating visions of the goals that may be attained, and articulating for the followers the ways to attain those goals (Bass, 1985; Tichy & Devanna, 1986). (taken from Hughes et al.)

However one defines leadership, it is evident that the field of leadership studies today is becoming a widely recognized phenomenon. Texts, movies, seminars, and institutes are devoted to leadership. Although there is a recent trend towards leadership education, the study of leadership is not completely new. One of the founding fathers of sociology, Max Weber, began to scientifically study leadership in the late 1800's. "Weber set the questions of authority, status, and legitimacy in the context of religion, politics, and the military" (Jacob Heilbrunn 664). After Weber, other researchers such as George Simmel, Charles M. Cox, Ralph Stogdill, and Harold Laswell contributed to the leadership investigation. The study of leadership has evolved from focusing on leaders' traits, to leaders' behaviors, to the context of leadership, to the current study of the interaction between leaders and followers.

Bernard M. Bass, prominent leadership theorist, author, and director of the Center for Leadership Studies at the State University of New York, Binghamton,
records the change in leadership, He writes that recently leadership has been conceived as:

the focus of group process, as a matter of personality, as a matter of inducing compliance, as the exercise of influence, as particular behaviors, as a form of persuasion, as a power relation, as an instrument to achieve goals, as an effect of interaction, as a differentiated role, as initiation of structure, and as many combinations of these definitions (Bass 38).

Bass articulates the idea that leadership is a multifaceted and can be conceived in a variety of different ways. Most importantly, this change in leadership is essential to our vision because it implies that leadership is a process involving many competencies that can be taught. This is a crucial point because it proves that the field of leadership is a learned discipline--leaders are made (not born, as scholars previously thought). As a result, we wish to further the theory that leaders are made by developing workshops that center around the teaching of leadership studies. In the first section of our project, we seek to explain three aspects of education that need attention: 1.) the current state of affairs of US education; 2.) identify the major changes that need to occur in relation to education; and 3.) identify how leadership training and development is occurring in businesses and schools and how such training can help develop today's youth into better leaders of tomorrow.
Leadership Education

One reason for the recent popularity of leadership stems from the need to prepare today's students for important leadership positions tomorrow. According to President Bill Clinton, our nation's schools are the core of American successes. President Clinton commented:

We have to measure ourselves by international standards. By those standards, we're not doing very well. Unless we do better, our ability to compete in the world economy will be severely damaged....Our education system is still at risk. The risk, now, is that we'll fail to follow through after coming so far (in Maehr and Parker 233).

As President Clinton recognizes the crisis in American education, educators need to challenge the status quo and search for creative alternatives to prepare our nation's students for their and our future. Leadership education is the solution that our education system needs.

Business management theorist, Peter Drucker, also notes the importance of our nation's education and feels that schools should "prepare knowledgeable, self-disciplined individuals who recognize responsibility for lifelong learning, and who possess strong analytical, interpersonal, and communication skills" (in Cawelti 158). These characteristics outlined by Drucker are foundational goals in leadership education.

The importance of quality education in the US is highlighted in James Nehring's The Schools We Have, The Schools We Want (1992). He discusses the plight of American education as a core problem that must be solved. In 1990, a decade after A Nation at Risk, a national call from the president concerning public education, little achievement could be
accounted for. When the momentum for change in education started to increase, the presidency commission promised a dawning of an era of great change. Nehring writes:

Schools as we had known them since the Industrial Revolution would be somehow...swept away and replaced by futuristic institutions that would meet the needs of all kids, save society from its multiple ills, and, above all, keep us competitive with the Japanese....It didn't happen. It turns out schools and the institutional norms that shape them are not easily manipulated (3).

and indicate why leadership studies relates to this).

The New Hampshire Think Tank, a group of educators, would agree with President Clinton, Drucker, and Nehring's remarks. The Think Tank came together and created a piece, Leadership for Change, in response to our outdated, traditional education system. The educators write, "It is a system, when measured against the current needs of society, that is fundamentally not working" (Faculty of Education p.4 1992). The Think Tank stresses that schools need to progress, change as the nation's educational needs are transforming. "Schools must teach or at least help teach such values as responsibility, self-esteem, self-management, and integrity" (Faculty of Education 4)--all essential aspects of leadership development.

Businesses also recognize the need to better educate youth in order to prepare them for the working world. In response to this need, some businesses have entered into partnerships with schools in order to enrich already existing programs and classes. As David Kearns of Xerox proclaims, "Education is a bigger factor in productivity growth than increased capital, economies of scale, or better allocation of resources" (4 in Townley). Even with the government's investment of $185 billion a year on public education, (as of
1989), President and CEO of The Conference Board, Inc. Preston Townley believes that "despite some promising pockets of success...there is growing concern that little true education reform has taken place (3). The businesses who are partnering with schools through cooperative education programs, internships, or other leadership development programs are making an important investment in tomorrow's leaders.

With change, (i.e. the addition of leadership into curricula), schools can empower students as a way of preparing them for future challenges. What must be understood is that "Schools are critically important to the future of individuals and society because knowledge and the ability to use it increasingly represent power" (Cawelti 158). Leadership education not only empowers students to be active participants in their learning, but it also provides a forum for reflection, discussion, and growth.

Many educators as well as businessmen/women recognize the need for change in secondary education as a way of better preparing youth to assume responsible roles as adults in future society. What is not common knowledge, however, is an understanding of how to promote this change. Various authors/educators have begun to assert that leadership studies is part of the answer to the failures in US education. John W. Gardner, former Secretary of Education and leadership scholar, is one such person who believes in the value of leadership education. Gardner quickly dismisses the notion that leaders are born and not made. "Most of what leaders have that enables them to lead is learned. Leadership is not a mysterious activity" (Gardner 7). Another advocate for leadership education, Dr. Gill Hickman, professor at the Jepson School of Leadership Studies at the University of Richmond, emphasizes the importance of leadership education. She writes in a chapter of a soon-to-be-published book:
Leadership education provides an avenue to prepare young people for deliberate, active involvement in society....Leadership education serves to demystify larger-than-life concepts of leadership by helping students understand and experience this phenomenon as a personal, attainable undertaking" (1-2).

Making leadership attainable and realistic can help create a training ground for students who want to practice their skills. Lori Kiblinger, an educator who has started various leadership programs in high schools, believes "If you want to empower the future, inspire positive student involvement, and make a colossal difference in the universe, start a leadership class" (36-37). Kiblinger continues that even though a leadership class would create an ideal learning community, various obstacles can make implementation difficult-- such as "budget cuts, scheduling problems, and the increasing emphasis on science, English, and mathematics" (36-37).

Along with the basic curricula, students need to be excited about, not just what they are learning. Due to the interactive, team-based activities that leadership studies encourages, the classes are designed in such a way that make learning fun. Rather than the typical pedagogy, (lecture the lesson then regurgitate what the students learn), leadership classes incorporate role plays, critical discussion, reflections both personally and on the outside community, applicable video clips, and current articles. Students are challenged to think of how they want to learn. Jamie Flournoy, a student from the Emerging Leaders Institute, remarks about her recent zeal for learning:

It was today that I realized how much I have been learning in this class! It is teaching me more than just leadership. It is getting me excited about learning.
Being around students with such high aspirations and leaders with such creativity and energy is extremely motivating for me. I find myself watching TV news and reading the paper just to be informed! (Emerging Leaders Survey 1995).

The keystone for a leadership studies curriculum's success, the pedagogy makes the class exciting, thought-provoking, and interesting. A leadership studies class would strike into students' potential for learning and leading. John Gardner writes, "The unused reservoir of unused human talent and energy is vast, and learning to tap that reservoir more effectively is one of the exciting tasks ahead for humankind" (7). Leadership courses aim to teach lifetime skills, such as problem solving, public speaking, how to build consensus, service to others, creative thinking skills, organization, goal setting, the study of leaders and leadership theories, and evaluation (Kibling 37). Along with skill sets, "students of leadership can make an appointment with themselves and begin to appreciate their own strengths and deficiencies. Personal mastery is important" (Cronin 31). Society needs confident individuals who are equipped with the skills to work with people and are ready to challenge themselves and others around them.

Even though students need to take responsibility for their learning, another influential factor, the educators, need to continuously strive for improvements in the classroom. Gordon Cawelti, member of the Association for Supervision and Curriculum Development, (ASCD), says that responsibility for improved educational experiences rests, at least in part, on the educator. He writes, "Educators are being called on today to rethink and restructure how schools operate and how teachers relate to students, to each other, to families, and to communities, as well as how students relate to business and government" (Cawelti 159). One way to restructure the traditional learning environment existing in most
schools across the country is for teachers to institute more active learning and leadership studies into the classroom.

Nontraditional approaches to education are occurring and these schools in many cases, are exceeding the expectations previously placed on traditional schools. The 1993 Yearbook of the Association for Supervision and Curriculum Development (ASCD) documents Wilford Aiken's eight-year study on changes in schools (1992). Aiken found "continuing evidence that progressive approaches in high schools yielded results that at least matched and usually exceeded those of traditional schools" (94). One approach by secondary schools to approach education in a nontraditional manner has been to develop leadership centers or even entire leadership schools. Other educational institutions have created magnet schools with leadership as its focus. In 1993, The New York Times documented the attempts of a Latino Leadership Secondary School. Due to racial segregation, however, the school had to adapt its mission in order not to be exclusionary (Meyers A18). Other programs across the country have been successful in initiating leadership programs in secondary schools. In Richmond, Virginia, a few schools have ventured forth with leadership based programs. Freeman High School has a leadership magnet program, and the Hanover County high schools recognized the need for their students to attend a two-week leadership course in the summer and then continue with a leadership class during the academic year.

Most programs currently existing in secondary schools are an addition to the traditional scholastic standing curriculum. One institution in particular, however, has taken leadership education to the extreme and developed an entire program and secondary school curriculum around the study of leadership. John F. Kennedy High School in Silver Spring, MD is the school which initiated the unique 'Leadership Training Institute' (LTI). In a
survey conducted by Dr. Gill Hickman on February 29, 1996, an LTI student remarked on
the personal impact the LTI has had on him/her:

I have definitely changed through my experiences and education in the LTI because I
have become a much more confident person than I was before. I have learned to
interact well and work well with people. I have become more responsible and I have
also learned to take action when I see the need for something important to be done.

The LTI is the only program of its kind in the nation according to the Clearing House for
Leadership at the University of Maryland. In 1993, fifty-four tenth grader students
comprised the inaugural class. Taking an interdisciplinary English-government class, the
students were exposed to demanding leadership coursework comprised of an introduction to
leadership and communication skills. Once a month this class would focus on one particular
dimension of leadership studies, i.e. leadership theories. The students would then apply
what they were learning in English and in government to the leadership theories. Currently,
the LTI is creating a foundations of leadership course that eventually will be available to the
entire student body. The LTI has modeled its program after the Jepson School of
Leadership Studies, the only undergraduate school of its kind in the nation.

The Jepson School of Leadership Studies began in 1992 with a mission to educate
students for and about leadership. With an emphasis on morality, the Jepson School strives
to develop students who are "honest, caring, and socially responsible leaders" (Jepson Home
Page). The multidisciplinary curriculum provides students with the opportunity to learn
leadership competencies, such as decision making, communication, conflict
resolution/negotiation, and motivation. Other classes promote knowledge for and about
leadership, including critical thinking; ethics in leadership; leading groups; history and theories of leadership; leadership in social movements, political systems, and formal organizations. The last, and perhaps most important aspect of the curriculum is the experiential portion which includes service learning, (a weekly miniature internship with a minimum of 30 community service hours and a seminar class), an intensive internship experience plus seminar class, and a senior leadership project. All of these experiences allow leadership students the opportunity to practice that which they learn. It is encouraging to note that the Jepson School is not alone in its support of and belief in leadership education. Other higher education institutions conduct leadership studies classes as well, an "estimated 600 or more institutions with some sort of formal approach to leadership" (Huey 54).

The colleges and universities that believe in developing and learning about leadership are visionary in their approach to preparing graduates for the new paradigm of leadership, the trend toward more relationship-based working teams, existing in the working community. Since Dr. August W. Smith, author and professor, agrees with John Gardner that "leaders are made not born" (1), it is important that today's educational institutions continually strive to cultivate and encourage leadership in our nation's students. Smith comments on how society is changing, "We are witnessing major shifts in traditional leadership practices and profound changes in many organizations, from corporate boardrooms to local boards of education" (1). Since leadership is changing, then tomorrow's leaders must be ready and equipped to lead.

In "The 21st-Century Corporation: The Tribe of the Relationship Age," Terry Mollner writes about the transformational process occurring in the business world. He says businesses are moving from the material age, where organizations focus on the belief that "the universe is made up of separate parts each of what competes for its own self-interest in relation to all other things" (Mollner 97). During the material age, "Evolution is the result
of the survival of the fittest through competition" (Mollner 97). Currently corporations are moving toward the relationship age, the belief that "the universe is an immense number of connected parts, each of which cooperates with all other parts in the interest of the universe first and only secondly cooperates or competes in the interest of itself or any sub-group of parts" (Mollner 97). During this more advanced relationship age, "Evolution is the result of the cooperation of all things for the maturation of the whole" (Mollner 97). The idea of leadership studies promotes this new relationship age, and therefore should be taught to students to prepare them for the changing working world.

In accordance with Mollner, Dr. Michael L. Ray, professor at Stanford's Graduate School of Business, writes about the new paradigm for businesses and organizations. He describes the shift, "We are beginning to hear words like vision, alignment, corporate culture, employee ownership, transformation, renewal, stakeholders, and horizontal organization" (Ray 31). Dr. Willis Harmon, a founding trustee of the World Business Academy, says:

    corporations and other organizations are increasingly viewed, not as hierarchical structures fitting a traditional organization chart, but as adaptable organisms, made up of more or less autonomous smaller organisms and existing in and interacting with a larger whole (20).

With the changes occurring in society, individuals need to be prepared and educated about the transformations. Problems exist when people are not excited to learn and are not taught the necessary lessons.
Peter Senge, author of "The Leader's New Work: Building Learning Organizations," stresses the importance of creating stimulating learning environments where a continuous emphasis is placed on educating. He writes that people are designed for learning, but "Unfortunately, the primary institutions of our society are oriented predominantly toward controlling rather than learning, rewarding individuals for performing for others rather than cultivating their natural curiosity and impulse to learn" (Senge 81). There are some organizations and businesses that recognize the need to spend time and money on leadership training, to continue the learning process for their employees. "So desperate has the beleaguered corporate world become for functional leadership that training in the subject has exploded into an industry" (Huey 54). From outward bound executive training to guest lecturers to leadership seminars, the corporate world is getting its dose of leadership. According to a 1992 Working Woman article, "More than 60 percent of the largest American firms offer such courses to their employees" (Austin 22).

Miami-based Knight-Ridder, Inc. has established a four-week Executive Leadership Program. In 1988, CEO Jim Batten recognized the need for a leadership cultivation for two reasons, to develop the promising people in the organization who would soon be advancing into the many vacant leadership positions in the company. The second reason for Batten's leadership strategy stemmed from the realization that Knight-Ridder's market was evolving, and Batten knew that in order for the company to continue being successful, it would have to adapt to the market changes. Therefore, the top executives would have to "understand and appreciate the changes taking place in the external environment" (Larson 56). In order to understand, the executive-education program began. Not only do executives learn about
leadership and about the changing market, but the company also sends hundreds of employees in lower levels to multiday developmental programs each year at the Knight-Ridder Institute of Training in Miami. Knight-Ridder’s director of training and development, Rob Reed, says "There has been and will continue to be a culture centered around learning" (in Larson 57). The employees learn team-building and the importance of thinking independently and critically. Participants work with senior officers and examine how to strategically make Knight-Ridder a strong competitor in the market.

The leadership training and development industry is booming because Knight-Ridder is not alone in the desire to cultivate an energized, collaborative company. Currently, outside resources assist organizations during their transformation into the 21st century. The Center for Creative Leadership, an independent, non-profit educational institution in North Carolina, provides coaches who evaluate the leadership skills individuals possess and then recommends how to adjust them. Using a theoretical background, exercises, and case studies, the Tom Peters Group called the Leadership Challenge runs a three-day program available in various graduate business schools such as Harvard, Wharton, Kellog, and Stanford (Huey 55). The leadership training and development business continues to grow because "The success of the department depends increasingly on the success of the self-managed work team, so everybody needs to know how to negotiate, plan, collaborate, and motivate" (Austin 22).

According to the Management Institute at the University of Richmond, businesses are focusing on increasing communication effectiveness, developing leadership skills, negotiating successfully, dealing with difficult people, handling negative emotions in the
work setting, motivating people for optimal performance, decision making, empowering others, and managing change. At the University of Maryland University College, the National Leadership Institute (NLI) offers a wide range of management development. Conducted monthly, the NLI's Leadership Development Program (LDP) runs a six-day program. The LDP participants "learn to assess their leadership effectiveness in motivating and guiding others," and highlights of the LDP include "a comprehensive pre-program assessment, experiential activities, one-on-one coaching and feedback, action planning and follow-up activities" (National Leadership Institute home page).

If American businesses are spending substantial money and time learning about leadership, then leaders should focus on where education touches the majority of the population, the backbone of society, American high schools. Schools should be fostering leadership and the natural curiosity to learn. A unique method of teaching with thought-provoking issues is what leadership studies offers students. Therefore, leadership studies should be woven into curricula across the nation.
Part II: Leadership Seminar Series
Two Hour Leadership Workshop Model
“Up... Up... And Away!!”

- Leaders as Change Agents
- Personal Vision
- Inspiration / Motivation

Includes:
Lesson Plans
All Relevant Activity Sheets, Handouts, etc.

Developed By:
Vanessa M. Helsing & Lisa M. Stevens
1996
AGENDA

I. Looking Back Upon Your Life--Your Hot Air Balloon Crashes!

II. A Second Chance--Building Your Balloon
"The leader's job is to create a vision."
--Robert L. Swiggett, Chairperson, Kollmorgen Corporation

*The Importance of Personal Vision Statements
--What I'd like to be, What I'd like to do, What I'd like to have

III. Giving the Balloon Color, Shape, and Definition

IV. Feeding the Fire--Inspiration for Take-Off

"Don't Be Afraid to Fail"
A message as published in the Wall Street Journal by United Technologies Corporation,
Hartford, Connecticut 06101

You've failed many times, although you may not remember.
You fell down the first time you tried to walk.
You almost drowned the first time you tried to swim, didn't you?
Did you hit the ball the first time you swung a bat?
Heavy hitters, the ones who hit the most home runs, also strike out a lot.
R.H. Macy failed seven times before his store in New York caught on.
English novelist John Creasey got 753 rejection slips before he published 564 books.
Babe Ruth struck out 1,220 times, but he also hit 714 home runs.
Don't worry about failure.
Worry about the chances you miss when you don't even try.
TWO HOUR LEADERSHIP WORKSHOP:

TOPICS:
Leaders as Change Agents
Personal Vision

Theme for the Day:
"Up...Up...And Away!!!"

Overall Objectives:

• Introduce the concept of personal vision statements.
• Inspire students to believe in themselves.
• Challenge students to think of differences they want to make in the schools and society.

Materials Needed:

• Balloons
• Posterboard with tombstones drawn on them for each student
• Markers
• Motivational video clips
TWO HOUR WORKSHOP:
Basic Time Frame:

9:00 - 9:10 am  Arrival; Introduction of Workshop; Balloon Demonstration, (Just as a balloon looks flat and lifeless when it isn't blown up, an idea or goal may look impossible until it is planned out and life breathed into it. Also, what is it that makes a hot air balloon fly? The energy that goes into lifting it off the ground, just as energy is needed to create and fulfill personal dreams).

9:10 - 9:30 am  Hot Air Balloon Crashes!
(20 minutes)

9:30 - 10:00 am  Creating the Balloon
(30 minutes)

10:00 - 10:30 am  Giving the Balloon Color, Shape, and Definition
(During this part of the program, the students will engage in a brainstorming session for changes they would like to see instituted).

10:30 - 11:00 am  Feeding the Fire
(The Instructors read a motivational story and quotations and encourage a discussion on the importance of vision and leadership. Hand out attached motivational pieces).
LESSON PLAN: Obituaries

Topic:
Hot air balloon crashes/ How you want to be remembered

Overall Objectives:
• To gain a different perspective on one's own life.
• To think about one's dreams.

Time Frame:
Approximately 20 minutes.

Materials Needed:
• Posterboard with tombstones drawn on them
• Markers

Description / Directions:
1. Explain that the students are all riding in different hot air balloons-- but they are traveling in the future. And then all of a sudden, their balloons crash! How dreadful!

2. Now that they are "dead," the students have the ability to reflect upon their lives and write their obituaries. On the tombstones, the students will write their obituaries and then share with the class.

Discussion / Questions:
1. How do you most want to be remembered?
2. What are your most important accomplishments?
3. How do you define success? Were you successful in your life?
4. How does this exercise help to shape your personal vision?
Lesson Plan: Personal Vision Statements

Topic:
Vision

Overall Objectives:

• To create personal vision statements.

Time Frame:

Approximately 30 minutes.

Materials Needed:

• Posterboard
• Markers

Description / Directions:

1. Explain that each hot air balloon comes in different shapes, sizes, and colors—just as every personal dream of change is different. Before anyone can make changes in their own environment, (and take off in that hot air balloon), they need to determine for themselves what is important in their lives and what it is that they have a burning desire to improve or alter in a positive way.

2. Explain the importance of vision.

3. The students should think of answers to the questions, “What I’d like to be, “What I’d like to do”, and “What I’d like to have.” After using the answers to these questions to make their personal vision statements, the students write their statements on posterboard.

4. Next the students share their personal vision statements to the rest of the class.
Discussion / Questions:

1. Has anyone been involved in an organization where change was made? What happened?
2. Do you know of any organizations or businesses with vision statements? How do those vision statements affect the organization or business?
3. How will you actively pursue and live by your personal vision statement?
“It’s not the critic who counts, not the man who points out how the strong man stumbled or where the doer of deeds could have done better. The credit belongs to the man who is actually in the arena: whose face is marred by dust and sweat and blood; who strives valiently; who errs and comes short again and again; who knows the great enthusiasms, the great devotions and spends himself in a worthy cause; who at best knows the triumph of achievement and who, at worst, if he fails, at least fails while daring greatly, so that his place shall never be with those cold and timid souls who know neither victory or defeat.”

-----Teddy Roosevelt

Frederick Beuchner compares humanity to a gigantic spider web:
If you touch it anywhere, you set the whole thing trembling...As we move around this world and as we act with kindness, perhaps, or with indifference, or with hostility, toward the people we meet, we too are setting the great spider web a-tremble. The life that I touch for good will touch another, until who knows where the trembling stops or in what far place and time my touch will be felt. Our lives are linked. No man [no woman] is an island.....
Three Hour Leadership Workshop Model

"Batter Up!!"

- Communication Style Inventory
- Motivation

Includes:
Lesson Plans
All Relevant Activity Sheets, Handouts, etc.

Developed By:
Vanessa M. Helsing & Lisa M. Stevens
1996
Batter Up!

BATTING PRACTICE SCHEDULE

Introduction of Coaches: Vanessa M. Helsing & Lisa M. Stevens

Calisthenics: Icebreaker

Now that we know you--
Let's see how well you know your game! - Leadership Exercise

Warm-Ups - Communication Exercise

Split Up Into Appropriate Teams - What's your communication/leadership style?

Let's Play! - Role Play, that is!

Techniques for Dealing with Difficult Players - Leadership Challenges

Team Talk - Get psyched for a great year!

Closing Activities - Your day at the diamond comes to a close.
THREE HOUR LEADERSHIP WORKSHOP:

TOPICS: Communication Style Inventory  
Motivation

Theme for the Day:
"Batter Up!!"

Overall Objectives:

• Introduce the concept of leadership to the students.
• Challenge students to consider the importance of communication in leadership.
• Illustrate to students that communication is a two way reciprocal process that includes skills such as listening, negotiating, presenting, etc.
• Provide students with an opportunity to determine their preferred communication style.
• Motivate students to work hard and never give up on their dreams/goals.

Materials Needed

• Workbook for students - includes agenda, hand-outs, and evaluation form
• Large sheets of drawing paper for each student
• Magic markers
• Flip chart
• Overhead projector & screen
• Roles for the “Pass it down the Alley” exercise
• Evaluation forms and pencils
THREE HOUR LEADERSHIP WORKSHOP:

Basic Time Frame:

9:00 - 9:10 am  
(10 minutes)  
Arrival; Distribution of Student Workbooks;  
Introduction & Skit by Instructors

9:10 - 9:40 am  
(30 minutes)  
"Slips of Coffee" Icebreaker  
(may take longer depending on group size)

9:40 - 9:55 am  
(15 minutes)  
Students are given time to "Draw Leadership"

9:55 - 10:20 am  
(25 minutes)  
Discussion of drawings & general discussion on leadership  
(present Leadership Circles).

10:20 - 10:40 am  
(20 minutes)  
"Pass it Down the Alley" Communication Exercise.

10:40 - 10:50 am  
(10 minutes)  
Have students take the Communication Style Inventory Quiz.

10:50 - 11:20 am  
(30 minutes)  
Split students up according to communication styles - Have each group complete the assigned exercises and present to the rest of class.

11:20 - 11:35 am  
(15 minutes)  
Communication Role Play & Discussion (HEAR Formula).

11:35 - 11:45 am  
(10 minutes)  
How to Deal with Difficult Players (students will write out their biggest communication challenges and tape to a flip chart).

11:45 - 11:50 am  
(5 minutes)  
Motivational Movie Clips & Inspirational Sayings

11:50 - 12:00 pm  
(10 minutes)  
Any last questions; letters to selves; evaluation
LESSON PLAN: Slips of Coffee

Topic:
Icebreaker / Open up the lines of communication

Overall Objectives:
• To learn more about fellow classmates and the instructors(s).
• To feel comfortable speaking in the group - something they need to become more comfortable with throughout the course.

Time Frame:
Approximately 20-30 minutes for a group of 20 students. (Will need to be adjusted if the group is significantly larger or smaller.)

Materials Needed:
• Coffee Mug
• Individual slips of paper with icebreaker questions on each one

Description / Directions:
1. Ask students to sit in a circle (on the floor if possible), in order to get them away from the rigidity of desks.

2. In introducing this icebreaker, it is important to say that students should feel comfortable discussing personal stories and knowing that such stories will be kept in confidence. This is the first classroom exercise in the development of trust.

3. Once the students are sitting down, ask them if they are still a little sleepy (perhaps it is early in the morning; or maybe it's a Monday!). Then, proceed to ask what the students do to wake up in the morning (i.e. exercise, eat a good breakfast, shower, drink caffeine, etc.). Once the chatter has died down, the instructors should mention that one of their favorite ways to wake up is to drink coffee - Therefore, the whole group is going to try to use this method of waking up by partaking in some coffee. These are not just any sips of coffee, however; but rather, this exercise concerns certain slips of coffee that are in the mug in front of one of the instructors. The slips of coffee are actually slips of paper in a coffee mug which will be passed around to each student. Each student will pick out one slip of paper which contains an unfinished sentence or question that the student must answer. Questions may be adapted by the instructor. A sample copy of questions for this exercise is contained on the next page.
SLIPS OF COFFEE LESSON PLAN CONTINUED:

Follow Up:

Make sure that students feel comfortable with one another and understand the importance of respect for one another in discussion.

Sample Questions for Slips of Coffee Icebreaker

If I could be a car, I would be...? (and why)
If I could be a food, I would be...? (and why)
If I could spend a day with any movie star, I would like to spend time with...? (why?)
The best movie I saw this summer was...?
When I was little, I always wanted to be...?
What I hope to get out of this workshop is...?
My favorite television show is...?
When I graduate, I want to...?
Places I'd most like to travel to...?
I am happiest when...?
I am frustrated by...?
I enjoy...?
I wish I were more...?
The music I most like to listen to is...?
The craziest thing I've ever done is...?
I'm most afraid of...?
During the summer, I...?
I most admire...?
Next year I will...?
My favorite book is...?
I'm angry when...?
My favorite place to go is...?
I spend most of my time...?
When I hear the word leader, I think...?
I've always wanted to...?
The students at (place name of school in here) are...?
By age 50, I hope to have...?
My greatest challenge is...?
Name a memorable experience...?
If I could abolish any law in the United States, I would abolish...?
LESSON PLAN: Draw Leadership

Topic:
"Draw Leadership" (facilitated discussion afterwards on leadership circles)

Overall Objectives:

- Challenge students to define leadership to the best of their ability.
- Promote creativity (through the medium of drawing).
- Expose students to their classmates' conceptions of leadership.
- Show students that leadership revolves around the relationship between leader / follower / context.

Time Frame:

Approximately 15 minutes to draw leadership; 15-20 minutes to go around the room and present each drawing; 5-10 minutes for instructors to show their drawings (which will include the leadership circles) and discuss.

Materials Needed:

- Large sheets of drawing paper for each student
- Magic Markers

Description / Directions:

1. Ask students to "draw leadership." There should not be much discussion on the assignment--students should feel free to draw whatever they want in relation to leadership.

2. Once students are done drawing, go around the room and ask each student to explain to the rest of the class what he/she drew. It is important for students and instructors alike to not judge each drawing at this point in time. For many students, this may be their first exposure to leadership theory. All ideas are valid and should be used as the basis for discussion. Instructors should remember general themes of the drawings in order to relate them to the discussion on leadership circles.

3. Instructors should have also "drawn leadership." The instructor(s) drawing(s) will consist of three interlocked circles--each circle stands for either a leader, a follower, or the context. What this diagram illustrates is that Leadership is a process that is influenced and shaped by all three (leader, follower, context). For instance, a baseball pitcher would be nothing without a batter to pitch to; a pitcher would also be nothing without a catcher to help give signals or a full team of in/outfielders to help. Also, a pitcher would be greatly challenged without a stadium or the organized game of baseball. These are all ways of using the Batter Up! theme to explain the importance of leaders (pitchers), followers (either other teammates or perhaps fans), and the context (the game of baseball; the stadiuim, etc.). Instructor(s) should then facilitate a discussion on the leadership circles and
gather student opinions on this view of leadership. (Following are a few discussion questions that may be used.)

**Discussion Questions:**

1. Are any of you (students) leaders? If so, would you be leaders without your followers? How important are followers in an organization?

2. What are some of the reasons that leaders are unsuccessful? (i.e. followers are unhappy about a leader's performance, a leader is not cut out to work in a specific arena; etc. See if the students have ever worked for a leader they disliked - if so, would they agree that their happiness/satisfaction should have been an important part of the leader's agenda?).

3. Would you like to see a top military general as the leader of your local boy scout troop or community service organization? Likewise, would you expect to see Mother Theresa as a top military general, or the captain of a sports team? If you answered no, does that mean that you doubt these leader's capabilities? More likely than not, it doesn't--however, it does mean that you believe that these people are good leaders within their own contexts. (Find out what organizations / contexts the students work with.) Then ask to someone who may be a Yearbook Editor, would he/she be a good sports captain. The point is to ask students if they would make a good leader in every context.

4. Do you agree / disagree with the idea that leadership is the relationship between leader, follower, and context? What other issues are important to leadership? Do some of these other issues also depend on the circles (i.e. if a student mentions that leadership is also about the ability to motivate, one can make the argument that motivation is altered depending on the followers in an organization as well as the context--how a leader motivates in the military as opposed to in a classroom is very different.)
LESSON PLAN:
Communication Role Play

Topic:
Communication: Pass It Down the Alley Communication Exercise

Overall Objectives:
• Learn that communication is a two-way reciprocal process.
• Understand the various types of barriers that prohibit/limit communication.
• To avoid common communication breakdowns that plague many leaders and organizations.

Time Frame:
Approximately 10-15 minutes for the actual exercise. Another 5-10 minutes are needed to debrief the exercise and relate to communication.

Materials Needed:
Pass It Down the Alley Exercise Master Reading (for instructor)

Description / Directions:
1. Ask for 5 student volunteers.

2. Without any more description, ask four of the students to stand out in the hall, so that they cannot hear anything in the classroom.

3. Once the students are outside, read the story/exercise to the one student remaining in the room (see attached exercise). The instructor should not preface the story with any instructions and may only read the story once (without repeating any sections). The instructor also may not answer any questions posed by the student.

4. Once the story is read, one student from outside the room should be asked to come in the room and listen to a story. The student who heard the story from the instructor should repeat the story to the best of his/her ability.

5. This process should be repeated until there are no remaining students left outside the classroom. The point of the exercise is to see how much of the original story is either altered or lost as a result of communication breakdowns. Because the story has a lot of detail and is only told once, it is expected that much of the story will change from student to student.

6. At the end of the exercise, after each student has a chance to repeat the story, ask the last student to re-tell the story to the whole class. After the last student finishes telling the story, the instructor should re-read the original story, highlighting any major details that were
Discussed or left out. There should be a large difference between the original story and the final student telling of the story. This difference should be the impetus for discussion on communication issues.

Discussion Questions:

1. What were the major problems that occurred in this scenario?
2. How do you define communication?
3. What could have been done differently to improve the communication? (i.e. allow students to ask questions; repeat the story additional times; clarify issues, etc.)
4. Why is communication important to leadership?
5. What makes a good communicator?
6. What type of characteristics should a leader possess when it comes to communication?
7. How can poor communication impede the leadership process?
8. How can the “Pass It Down the Alley” exercise be related to possible communication problems in realistic leadership situations? (i.e. This exercise may be similar to a situation where a top manager gives directions to a subordinate and then leaves town without answering any questions. The lack of a leadership presence to answer questions or clarify issues would probably cause a great deal of problems.)
Pass It Down the Alley Exercise

Vanessa M. Helsing and Lisa M. Stevens, 1996

5 Volunteers needed
Director reads the scenario and the volunteers pass the story on to the other volunteers.

Jamie Simmons walked up to the wire fence to watch batting practice. Her best friend Annie Nicholson handed her a double dip bubble gum ice cream cone. Annie watched the cool concoction drip down her friend’s hand. In awe, Jamie watched Freddie DeJesus, the now leading hitter for the hometown team. Right before he waited for the pitch, he would dig his shoes into the orange dirt and swirl the bat in the air over his head. And he loved to chew wads of bubble gum. Freddie did not act like a snobby superstar, he would walk over to his fans, sign autographs, and even stop and pose for pictures! Jamie had a postcard hanging over her bed with the words, “To a future baseball great, Jamie. Your idol, Freddie.” That postcard was one of her prized possessions.

After the game was over, Jamie and Annie walked home contentedly--their team had massacred the other team by fourteen runs! And Freddie hit two home runs, plus made an amazing catch in left field where the ball bounced off his glove, the he miraculously reached out and picked it out of the air with his other hand. The crowd roared with excitement and applause. On their way home, the two girls passed Mr. McAllister, the barber on the corner of Grove and Main. he had wispy gray hair and a starched white apron, which he always wore. His smile seems to light up the neighborhood, and his laughing chestnut eyes made everyone he met want to be friends with him. Whenever the two girls would skip by his shop, Mr. McAllister would shout a big hello and throw them strawberry candies. The girls would chomp on them and savor with delight the fresh fruity taste in their mouths.

Being you, having good friends, eating ice cream and strawberry candies, and enjoying a quality baseball game, especially when the home team wins, is what American life is all about.
LESSON PLAN:
Communication Style Inventory Quiz

Topics:
Communication

Overall Objectives:
• Learn about personal communication style.
• Understand the different types of communication styles that exist.
• Learn how to work with others who have different communication styles than you.

Time Frame:
Approximately 10 minutes for the actual communication style inventory quiz. Another 30 minutes are needed for the personality groups to meet and complete exercises with one another.

Materials Needed
• Personal communication style inventory quiz and scoring sheet

Description / Directions:

1. Hand out communication style inventory sheets and ask each student to fill out the questionnaire to the best of their ability. When they are done taking the quiz, the students should fill out the scoring sheet and add up the number of responses in each column.

2. The column that has the most number of responses is the communication style that fits the student most closely. Split the students up according to communication style and have them sit with students who scored similarly. If a student has a tie between two columns, they should go with the communication style with which they feel most comfortable.

3. Once in groups, tell the students the four communication types: bold, expressive, technical, sensitive? Then hand out the sheet entitled, “Communication Styles” and ask each group to try to label each communication style based on the listed characteristics. Ask the groups out loud which communication styles they wrote for each blank. Then ask if each group can tell which grouping they belong to. Once each group is identified and the students see who they correspond with most closely in communication styles, ask if any student wants to switch to another group (i.e. if they think the inventory quiz did not reveal the appropriate communication style).

4. After everyone is settled and in their appropriate groups, ask each group to work together on the following questions:
• How do you describe yourself (and your communication style)?
• How do others typically describe you (and your communication style)?
• Create a motto for your group.
• What kind of animal would you be (as a group)?
• Put an empty can of coke on a table and ask each group to describe what they see.

5. Once each group has completed the exercise, have each group share their answers with the class. Throughout the exercise, there should be natural differences in the group work; for instance, the expressives are often loud or laughing while the sensitives / technicals work much quieter and efficiently. Mention these differences as well as the differences that occur in the group answers. Often times, there are natural distortions between what one groups thinks they are as opposed to what other groups see them as (i.e. a bold person may call themselves ‘confident,’ while a sensitive person may call them domineering). Engage the class in a discussion about the differences in answers and ask for comments (see attached discussion questions). When it comes time for the coke can description, it will be interesting to see how each group describes the object. The point is to show people that something like a coke can (which everyone identifies the same) may still be described or seen in very different ways. For instance, in one such workshop, the technical group described the metallic can and the array of colors on the object itself while the expressive group talked about what goes in the can and how they enjoy coke. Both descriptions refer to the same object, however, the answers are quite different. This is an important lesson in communication--not everyone sees or understands things in the same way, therefore, people need to pay close attention to the nonverbal symbols from other people to make sure that they are being understood correctly.

Discussion Questions:

1. Do you feel as if the communication style (that you’re sitting with) describes you accurately?
2. Do you have a better understanding of other communication styles?
3. Is there anything you would like to change in your communication style in order to communicate better with others?
4. Is there anything you wish others would do to better communicate with you?
5. How should a leader take into account various communication styles?
6. Do you see natural relationships between certain communication styles (show the grid of communication styles attached - If someone is on the edge of two communication styles, then they have elements of both; i.e. a bold expressive or a bold technical.

*In discussion, use the attachments on Communication Styles, the communication style grid (to show how styles can overlap), and the HEAR formula (to explain the importance of listening and being attentive and empathetic when communicating).
Communication Style Inventory Quiz Attachment:
“Communication Styles”

1. • focus: adherence to standards
   • explain “why” first
   • proceed deliberately and systematically
   • support the other person’s principles
   • talk about documented facts
   • provide deadlines
   • be patient, organized, and logical
   • use time to be accurate

2. • focus: obtain results
   • explain “what” first
   • proceed rapidly and logically
   • support the other person’s results
   • talk about immediate action
   • provide freedom options
   • be businesslike, time conscious, and factual
   • use time to be efficient

3. • focus: predictable environment/security
   • explain “how” first
   • proceed softly
   • support the other person
   • talk about personal like
   • provides guarantees with assistance
   • be gentle, specific, and harmonious
   • use time to be agreeable

4. • focus: social approval
   • explain “who” first
   • proceed enthusiastically
   • support the other person’s intentions
   • talk about people and opinions
   • provide discipline
   • be stimulating, open, and flexible
   • use time to be enthusiastic
Effective Listening: The HEAR Formula

To be Helpful:
- Minimize waiting time
- Act unhurried
- Make environment attractive
- Eliminate potential distractions
- Invite future interactions

To be Empathic:
- Show the other's feelings are understood
- Show the other person is cared about
- Use active listening techniques

To be Attentive:
- Suspend your reactions
- Show understanding before disagreeing
- Paraphrase and summarize

To be Responsive:
- Maintain eye contact
- Use nonverbal reinforcement
- Ask questions
- Let other person talk
LESSON PLAN:
Communication Challenges

Topic:
Communication: Techniques for Dealing with Difficult Players

Overall Objectives:
- Learn that everyone faces communication challenges.
- Collectively brainstorm ideas for dealing with communication breakdowns.

Time Frame:
10 minutes-- 3-5 minutes for students to think of and write down communication challenges, and 5-7 minutes for class discussion.

Materials Needed:
Scraps of paper and markers.

Description / Directions:
1. Ask each student to consider their greatest communication challenge (i.e. wanting to be right all the time; losing patience easily; talking too fast; etc.).

2. Each student should write their communication challenge on their scrap piece of paper.

3. Once the students are done writing their communication challenges on paper, each one should come to the front of the room, tape their piece of paper to an flip chart paper, and explain to the class. Once everyone in the class is finished, instructors should moderate a short discussion about reactions to fellow classmates' communication challenges. One of the biggest reasons to do this exercise is to enable students to see that they are not alone when it comes to problems in communication. Often times, students can be great resources to one another when it comes to such problems. If time permits, instructors should allow for a short discussion surrounding ways to combat the challenges that are taped to the flip chart paper. Instructors should refer to lessons learned earlier in the class. See attached discussion questions for further ideas.

Discussion Questions:
1. What were the most common communication challenges? Were there any problems that were referred to numerous times?
2. Do you (members of the class) have any ideas on how to handle other students’ communication challenges?

3. Have you interacted with others who possess many of the same communication challenges as your fellow students? If so, how do these other students make you feel? What advice can you give to fellow classmates on ways to remedy these problems based on how they make you feel (as the recipient of poor communication)?

4. What aspect of your communication do you wish you could improve?

5. What types of communication challenges are most detrimental to leaders and why? (i.e. if a leader lacks good listening skills, he/she may make followers feel unimportant and unwanted; etc.)

If you are having trouble communicating with someone else, what are some techniques you might try to better articulate your points? (i.e. clarifying; asking questions; asking the other person to reiterate your points; take the blame yourself and ask how you can better explain yourself, etc.) What should you not do? (i.e. talk louder; talk slower; blame the other person; etc.)
END NOTES TO INSTRUCTORS:

- Motivational movie clips - show movie clips from films such as Angels in the Outfield, The Natural, Major League, A League of Their Own, Hoosiers, etc. These clips may be used to illustrate good or bad motivating techniques, or may be used for pure motivational purposes only (to energize and excite the students).

- Inspirational sayings may be taped under students' chairs for out-loud reading. Other ideas: include quotes in student workbooks, instructors read quotes, instructors tell motivational story, etc.

- Ask students to write letters to themselves about what they learned and what techniques (specifically) they will take away with them after the workshop. These letters should be mailed to the students at a later date as a reminder of what they learned and as motivation to try to practice effective leadership/communication.

- Evaluation forms should be completed by students before they leave.
Three Hour Leadership Workshop Model

"Lights... Camera... Action!!"

- Decision Making
- Communication
- Motivation

Includes:
Lesson Plans
All Relevant Activity Sheets, Role Plays, Handouts, etc.

Developed By:
Vanessa M. Helsing & Lisa M. Stevens
1996
Lights... Camera... Action!!

Directors: Vanessa M. Helsing & Lisa M. Stevens

Lights: The spotlight is on you, the student leaders of tomorrow. Now is your time to shine and make a difference!

Camera: Up until this point, you may have only looked at yourselves and your organizations through one lens, but after our presentation, you will look through a new leadership lens.

Action: Leadership and action are inextricably linked. As leaders, you will only be able to actualize your organization's goals through hard work!

AGENDA

1. Introduction

II. Icebreaker

III. What is Leadership?

IV. Break

V. Scenes
   A. Scene 1: The Mascot, The Petition, and a Day with the Trustees
      Decision Making
   B. Scene 2: The Failure of Career Day
      Communication
   C. Scene 3: The Gone "Plane" Crazy Case
      Motivation

VI. It's a Rap!
   A. You are the Screenwriter
   B. You are the Critic
THREE HOUR LEADERSHIP WORKSHOP:

TOPICS:
What is Leadership?
Communication
Decision Making
Motivation

Theme for the Day:
"Lights... Camera... Action!!"

Overall Objectives:
- Introduce the concept of leadership to the students.
- Provide students with important ideas about decision making.
- Challenge students to consider the importance of communication in leadership.
- Illustrate to students that communication is a two way reciprocal process that includes skills such as listening, negotiating, presenting, etc.
- Motivate students to work hard and never give up on their dreams/goals.

Materials Needed
- Workbook for students - includes agenda, hand-outs, and evaluation form
- Large sheets of drawing paper for each student
- Magic Markers
- Flip Chart
- Overhead projector & screen
- Roles for each student for role play activities
- Evaluation Forms and pencils
THREE HOUR LEADERSHIP WORKSHOP:

Basic Time Frame:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 - 9:10 am</td>
<td>Arrival; Distribution of Student Workbooks;</td>
</tr>
<tr>
<td></td>
<td>(10 minutes) Introduction &amp; Skit by Instructors</td>
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<tr>
<td>9:10 - 9:40 am</td>
<td>&quot;Slips of Coffee&quot; Icebreaker (30 minutes) may take longer</td>
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<tr>
<td></td>
<td>depending on group size</td>
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<tr>
<td>9:40 - 9:55 am</td>
<td>Students are given time to &quot;Draw Leadership&quot; (15 minutes)</td>
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<tr>
<td>9:55 - 10:20 am</td>
<td>Discussion of drawings &amp; general discussion on leadership</td>
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<tr>
<td></td>
<td>(25 minutes) present Leadership Circles</td>
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<tr>
<td>10:20 - 10:30 am</td>
<td>TAKE FIVE!!! (In director's terms) Short break for students</td>
</tr>
<tr>
<td>10:30 - 10:45 am</td>
<td>Decision Making Role Play (15 minutes)</td>
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<tr>
<td>10:45 - 11:00 am</td>
<td>Discussion on Decision Making &amp; Relationship to Role Play</td>
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<tr>
<td></td>
<td>(15 minutes)</td>
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<tr>
<td>11:00 - 11:15 am</td>
<td>Communication Role Play (15 minutes)</td>
</tr>
<tr>
<td>11:15 - 11:30 am</td>
<td>Discussion on Communication and Relationship to Role Play</td>
</tr>
<tr>
<td></td>
<td>(15 minutes)</td>
</tr>
<tr>
<td>11:30 - 11:50 am</td>
<td>Motivation Role Play &amp; Discussion on Motivation (20 minutes)</td>
</tr>
<tr>
<td>11:50 - 12:00 pm</td>
<td>Any last questions; letters to selves; evaluation (10 minutes)</td>
</tr>
</tbody>
</table>
LESSON PLAN: Slips of Coffee

Topic:
Icebreaker / Open up the lines of communication

Overall Objectives:

• To learn more about fellow classmates and the instructors(s).
• To feel comfortable speaking in the group - something they need to become more comfortable with throughout the course.

Time Frame:
Approximately 20-30 minutes for a group of 20 students. (Will need to be adjusted if the group is significantly larger or smaller.)

Materials Needed:

• Coffee Mug
• Individual slips of paper with icebreaker questions on each one

Description/Directions:

1. Ask students to sit in a circle (on the floor if possible), in order to get them away from the rigidity of desks.

2. In introducing this icebreaker, it is important to say that students should feel comfortable discussing personal stories and knowing that such stories will be kept in confidence. This is the first classroom exercise in the development of trust; (unless a ropes course was feasible--then the group of students will have already engaged in trust building activities).

3. Once the students are sitting down, ask them if they are still a little sleepy (since it is only 9:00 am!). Then, proceed to ask what the students do to wake up in the morning (i.e. exercise, eat a good breakfast, shower, drink caffeine, etc.). Once the chatter has died down, the instructors should mention that one of their favorite ways to wake up is to drink coffee - Therefore, the whole group is going to try to use this method of waking up by partaking in some coffee. These are not just any sips of coffee, however; but rather, this exercise concerns certain slips of coffee that are in the mug in front of one of the instructors. The slips of coffee are actually slips of paper in a coffee mug which will be passed around to each student. Each student will pick out one slip of paper which contains an unfinished sentence or question that the student must answer. Questions may be adapted by the instructor. A sample copy of questions for this exercise is contained on the next page.
SLIPS OF COFFEE LESSON PLAN CONTINUED:

Follow Up:

Make sure that students feel comfortable with one another and understand the importance of respect for one another in discussion.

Sample Questions for Slips of Coffee Icebreaker

If I could be a car, I would be...? (and why)
If I could be a food, I would be...? (and why)
If I could spend a day with any movie star, I would like to spend time with...? (why?)
The best movie I saw this summer was...?
When I was little, I always wanted to be...?
What I hope to get out of this workshop is...?
My favorite television show is...?
When I graduate, I want to...?
Places I'd most like to travel to...?
I am happiest when...?
I am frustrated by...?
I enjoy...?
I wish I were more...?
The music I most like to listen to is...?
The craziest thing I've ever done is...?
I'm most afraid of...?
During the summer, I...?
I most admire...?
Next year I will...?
My favorite book is...?
I'm angry when...?
My favorite place to go is...?
I spend most of my time...?
When I hear the word leader, I think...?
I've always wanted to...?
The students at (place name of school in here) are...?
By age 50, I hope to have...?
My greatest challenge is...?
Name a memorable experience...?
If I could abolish any law in the United States, I would abolish...?
LESSON PLAN: Draw Leadership

Topic:
"Draw Leadership" (facilitated discussion afterwards on leadership circles)

Overall Objectives:
• Challenge students to define leadership to the best of their ability.
• Promote creativity (through the medium of drawing).
• Expose students to their classmates' conceptions of leadership.
• Show students that leadership revolves around the relationship between leader / follower / context.

Time Frame:
Approximately 15 minutes to draw leadership; 15-20 minutes to go around the room and present each drawing; 5-10 minutes for instructors to show their drawings (which will include the leadership circles) and discuss.

Materials Needed:
• Large sheets of drawing paper for each student
• Magic Markers

Description / Directions:
1. Ask students to "draw leadership." There should not be much discussion on the assignment--students should feel free to draw whatever they want in relation to leadership.

2. Once students are done drawing, go around the room and ask each student to explain to the rest of the class what he/she drew. It is important for students and instructors alike to not judge each drawing at this point in time. For many students, this may be their first exposure to leadership theory. All ideas are valid and should be used as the basis for discussion. Instructors should remember general themes of the drawings in order to relate them to the discussion on leadership circles.

3. Instructors should have also "drawn leadership." The instructor(s) drawing(s) will consist of three interlocked circles--each circle stands for either a leader, a follower, or the context. What this diagram illustrates is that Leadership is a process that is influenced and shaped by all three (leader, follower, context). Instructor(s) should then facilitate a discussion on the leadership circles and gather student opinions on this view of leadership. (Following are a few discussion questions that may be used.)
“DRAW LEADERSHIP” Lesson Plan Continued:

Discussion Questions:

1. Are any of you (students) leaders? If so, would you be leaders without your followers? How important are followers in an organization?

2. What are some of the reasons that leaders are unsuccessful? (i.e. followers are unhappy about a leader's performance, a leader is not cut out to work in a specific arena; etc. See if the students have ever worked for a leader they disliked - if so, would they agree that their happiness/satisfaction should have been an important part of the leader's agenda?).

3. Would you like to see a top military general as the leader of your local boy scout troop or community service organization? Likewise, would you expect to see Mother Theresa as a top military general, or the captain of a sports team? If you answered no, does that mean that you doubt these leader's capabilities? More likely than not, it doesn't--however, it does mean that you believe that these people are good leaders within their own contexts. (Find out what organizations / contexts the students work with.) Then ask to someone who may be a Yearbook Editor, would he/she be a good sports captain. The point is to ask students if they would make a good leader in every context.

4. Do you agree / disagree with the idea that leadership is the relationship between leader, follower, and context? What other issues are important to leadership? Do some of these other issues also depend on the circles (i.e. if a student mentions that leadership is also about the ability to motivate, one can make the argument that motivation is altered depending on the followers in an organization as well as the context--how a leader motivates in the military as opposed to in a classroom is very different.)
LES Son PLAN:
Decision Making Role Play & Discussion

Topic:
Decision Making: The Mascot, The Petition, and a Day with the Trustees

Overall Objectives:

• To learn that decision making is a crucial skill that leaders engage in regularly.
• To understand that many factors influence decision making; i.e. morality & ethics, time constraints, personal desires, number of decision makers in a group, levels of hierarchy, etc.
• To learn to work collaboratively with others in making decisions.
• To avoid common decision making traps that plague many leaders and organizations.

Time Frame:
Approximately 15 minutes for the actual role play. Another 15 minutes are needed to debrief role play and relate to decision making. Instructor(s) will also need this time to briefly go over the process of decision making as well as decision making traps to avoid.

Materials Needed:
• Roles for students involved in role play
• Handouts on decision making (provided in student workbook)

Description / Directions:

1. Explain the rest of the morning's activities--role plays and discussion on leadership related issues.

2. Without any more description, ask for 6 volunteers to be the "actors" (since the theme of the workshop revolves around film / theater). Once the actors are chosen, hand each one a specific role to play in the scenario (specific roles are attached).

3. Once the student actors are ready, set the stage by reading the basic background description of the scenario at Andrews Academy (see attached role play materials entitled, The Mascot, The Petition, and a Day with the Trustees).

4. Allow the students to get into the role play, encouraging debate and discussion. The roles are written in such a way that conflict should occur in the exercise. Instructor(s) shouldn't allow the role play to get out of hand, however, it should be understood that a certain degree of frustration and anger are expected. Encourage the students to come to a decision by the end of the allotted time, however, it is okay if they do not resolve every issue.
5. Once the role play is finished, thank the student actors and begin a discussion with the entire class about what transpired. First ask the audience what they thought the major issues were and what each student actor's role was. Then, have the volunteers read what their respective roles were. Ask what got in the way of the decision making process (instructors should write a list of all issues that students felt were important in the decision making process). Once the role play debriefing is completed, instructor(s) should move on to a discussion of decision making as a process (see list of questions below for additional discussion of the role play).

6. Instructor(s) should use attached handouts on decision making adapted from Ellis & Fisher's Small Group Decision Making as well Russo & Shoemaker's Decision Traps: Ten Barriers to Brilliant Decision-Making and How to Overcome Them. Engage in a discussion on these handouts with the students and ask them the questions on the handouts as well as inquire about what they feel are their most "dangerous decision traps." Brainstorm as a group what methods may be used to overcome decision making barriers. Instructor(s) should encourage the use of the decision making process model which articulates the steps of decision making from the stating of an objective through the implementation of a decision. Another important issue for students to consider is the difficulty in decision making that occurs when a group needs to come to consensus. This leads nicely into the second role play which concerns communication and how to work within a group when there are conflicting needs, personalities, etc.

Discussion Questions:

1. What were the major issues in the role play?
2. What were the roles of each student actor?
3. Have you ever worked with someone in a group similar to the characters in the role play?
4. What would you have done differently (or the same) than the student actors?
5. What got in the way of the decision making process?
6. What difficult decisions have you had to make in a group setting?
7. Is it better to make decisions on your own, or with a group?
8. What's the best way to make a group decision (i.e. compromise, consensus, etc.)?
Decision Making

"Nothing is more difficult, and therefore more precious, than to be able to decide."
Napoleon, 1804

The Process of Decision Emergence*

* Orientation Phase

* Conflict Phase

* Emergence Phase

* Reinforcement Phase

Decision Making as a Process
1. Objective
2. Alternatives
3. Evaluate Alternatives
4. Decision
5. Implementation
6. Monitor Decision

Questions to Ask Yourself About Decision Making
- Do you make decisions differently in a crisis situation than you would under normal circumstances?
- To what extent do you think your values/ethics/morals play a part in your decision making?
- To what extent do you let others get involved in the decision-making process?
- Do you make personal decisions differently from the way you make decisions in your organization?
- Is your decision making a product of your head, your heart, or both?
- How do you think your decision-making style differs from the decision-making styles of other leaders with whom you are acquainted?
- To what extent do you think the values of your organization/group have impacted the decisions you make?
- What makes a good decision?

The Ten Most Dangerous Decision Traps*

1. **Plunging In**- Beginning to gather information and reach conclusions without first taking a few minutes to think about the crux of the issue you're facing or to think through how you believe decisions like this one should be made.

2. **Frame Blindness**- Setting out to solve the wrong problem because you have created a mental framework for your decision, with little thought, that causes you to overlook the best options or lose sight of important objectives.

3. **Lack of Frame Control**- Failing to consciously define the problem in more ways than one or being unduly influenced by the frames of others.

4. **Overconfidence in Your Judgment**- Failing to collect key factual information because you are too sure of your assumptions and opinions.

5. **Shortsighted Shortcuts**- Relying inappropriately on "rules of thumb" such as implicitly trusting the most readily available information or anchoring too much on convenient facts.

6. **Shooting from the Hip**- Believing you can keep straight in your head all the information you've discovered, and therefore "winging it" rather than following a systematic procedure when making the final choice.

7. **Group Failure**- Assuming that with many smart people involved, good choices will follow automatically, and therefore failing to manage the group decision-making process.

8. **Fooling Yourself About Feedback**- Failing to interpret the evidence from past outcomes for what it really says, either because you are protecting your ego or because you are tricked by hindsight.

9. **Not Keeping Track**- Assuming that experience will make its lessons available automatically, and therefore failing to keep systematic records to track the results of your decision and failing to analyze these results in ways that reveal their key lessons.

10. **Failure to Audit Your Decision Process**- Failing to create an organized approach to understanding your own decision-making, so you remain constantly exposed to all the above mistakes.

**Decision Making: The Mascot, The Petition, and a Day with the Trustees**

**6 actors**

The scene? Andrews Academy, November 1995. A plush, cosmopolitan preparatory school with an involved student body. At the usual Monday morning Board of Trustees meeting, the directors were reviewing a 700 signature petition from the students. Their plea? To change the school's colors and mascot. Since Andrews is a school steeped in tradition, the Board is hesitant to act upon the students' request. Yet, the primary purpose of the school, as stated in its mission statement, is that "Andrews Academy is a school where the students stand as the foundation of the institution."

As a request from the Board, you are chosen student representatives selected by a faculty member, and you need to decide what to do. Your decision should include how to approach the Board, and what mascot and colors you want.

And, *ACTION*!
The Mascot, The Petition, and a Day with the Trustees

Actor A:

The scene? Andrews Academy, November 1995. A plush, cosmopolitan preparatory school with an involved student body. At the usual Monday morning Board of Trustees meeting, the directors were reviewing a 700 signature petition from the students. Their plea? To change the school's colors and mascot. Since Andrews is a school steeped in tradition, the Board was hesitant to act upon the students' request. Yet, the primary purpose if the school, as stated in its mission statement, is that "Andrews Academy is a school where the students stand as the foundation of the institution."

As a request from the Board, you are chosen student representatives selected by a faculty member, and you need to decide what to do. Your decision should include how to approach the Board, and what mascot and colors you want.

Role: You are the designated leader. Even though you weren't elected by your peers, you were chosen to be the leader by the faculty member who created the student committee. You want to make the decision right away. You are impatient when others talk too much. One word keeps running through your head: efficiency. You set the tone of the meeting right at the start and show that you are the leader. You look at your watch often and wonder how long it will take the group to reach a decision. Even if everyone doesn't agree with the decision, who cares? You will decide promptly. Get the group going! 

Developed by:
Vanessa M. Helsing & Lisa M. Stevens
1996
Actor B:

The scene? Andrews Academy, November 1995. A plush, cosmopolitan preparatory school with an involved student body. At the usual Monday morning Board of Trustees meeting, the directors were reviewing a 700 signature petition from the students. Their plea? To change the school's colors and mascot. Since Andrews is a school steeped in tradition, the Board was hesitant to act upon the students' request. Yet, the primary purpose if the school, as stated in its mission statement, is that "Andrews Academy is a school where the students stand as the foundation of the institution."

As a request from the Board, you are chosen student representatives selected by a faculty member, and you need to decide what to do. Your decision should include how to approach the Board, and what mascot and colors you want.

Role: You are the playboy of the group. You have no idea why the teacher chose you to be part of the committee. You'd rather be out playing soccer with your friends. You constantly fool around in meetings. You kind of care what colors you choose because that will change your soccer uniforms. And the mascot should be something cool, something that stands for being aggressive and fun. You stay in a joking manner for the whole meeting. You think the leader is a little too overbearing and uptight. Two words run through your head during the meeting: have fun!
The Mascot, The Petition, and a Day With the Trustees

Actor C:

The scene? Andrews Academy, November 1995. A plush, cosmopolitan preparatory school with an involved student body. At the usual Monday morning Board of Trustees meeting, the directors were reviewing a 700 signature petition from the students. Their plea? To change the school's colors and mascot. Since Andrews is a school steeped in tradition, the Board was hesitant to act upon the students' request. Yet, the primary purpose if the school, as stated in its mission statement, is that "Andrews Academy is a school where the students stand as the foundation of the institution."

As a request from the Board, you are chosen student representatives selected by a faculty member, and you need to decide what to do. Your decision should include how to approach the Board, and what mascot and colors you want.

Role: You are the aggressor of the group. You constantly criticize and attack the other group members in order to enhance your own status. You want to do things your way. You have great ideas, better than everyone else's. You should be the leader. You are a bright person who always excels in your classes. You have got what it takes, at least that's what all your teachers say. Now, go for it!

Developed by:
Vanessa M. Helsing & Lisa M. Stevens
1996
The Mascot, The Petition, and a Day with the Trustees

Actor D:

The scene? Andrews Academy, November 1995. A plush, cosmopolitan preparatory school with an involved student body. At the usual Monday morning Board of Trustees meeting, the directors were reviewing a 700 signature petition from the students. Their plea? To change the school's colors and mascot. Since Andrews is a school steeped in tradition, the Board was hesitant to act upon the students' request. Yet, the primary purpose if the school, as stated in its mission statement, is that "Andrews Academy is a school where the students stand as the foundation of the institution."

As a request from the Board, you are chosen student representatives selected by a faculty member, and you need to decide what to do. Your decision should include how to approach the Board, and what mascot and colors you want.

Role: You are the opinion seeker of the group. You constantly want to check the opinion and agreement or disagreement of the other group members. You ask them how they feel. You think everyone should agree or at least be extremely satisfied with the decision you reach. This is a very important decision the group has to make, and it is an honor to be chosen to represent the student body. You believe it's okay to have different opinions in the group, but everyone should at least be heard.

Developed by:
Vanessa M. Helsing & Lisa M. Stevens
1996
The Mascot, The Petition, and a Day with the Trustees

Actor E:

The scene? Andrews Academy, November 1995. A plush, cosmopolitan preparatory school with an involved student body. At the usual Monday morning Board of Trustees meeting, the directors were reviewing a 700 signature petition from the students. Their plea? To change the school's colors and mascot. Since Andrews is a school steeped in tradition, the Board was hesitant to act upon the students' request. Yet, the primary purpose if the school, as stated in its mission statement, is that "Andrews Academy is a school where the students stand as the foundation of the institution."

As a request from the Board, you are chosen student representatives selected by a faculty member, and you need to decide what to do. Your decision should include how to approach the Board, and what mascot and colors you want.

Role: You are the orienter of the group. You keep the group on track and moving toward the goal. You don't want to stray from the point during discussion. You constantly want to stay on issue. Since you were one of the people initiating the petition, you feel a special tie with the decision on hand. One word keeps running through your head during the meeting: focus!

Developed by:
Vanessa M. Helsing & Lisa M. Stevens
1996
The Mascot, The Petition, and a Day with the Trustees

Actor F:

The scene? Andrews Academy, November 1995. A plush, cosmopolitan preparatory school with an involved student body. At the usual Monday morning Board of Trustees meeting, the directors were reviewing a 700 signature petition from the students. Their plea? To change the school's colors and mascot. Since Andrews is a school steeped in tradition, the Board was hesitant to act upon the students' request. Yet, the primary purpose if the school, as stated in its mission statement, is that "Andrews Academy is a school where the students stand as the foundation of the institution."

As a request from the Board, you are chosen student representatives selected by a faculty member, and you need to decide what to do. Your decision should include how to approach the Board, and what mascot and colors you want.

Role: You are the harmonizer of the group. You keep the peace and resolve any tension that may arise. You use humor to break the stress. You want to accomplish the task, but you want everyone to work together efficiently. Make sure people don't think you're a pushover just because you think everyone should get along. Everyone in the group is an equal and should be treated that way. Plus, everyone has good ideas and valuable opinions. Respect is very important to you.

Developed by:
Vanessa M. Helsing & Lisa M. Stevens
1996
LESSON PLAN:
Communication Role Play & Discussion

Topics:
Communication: The Failure of Career Day

Overall Objectives:

• To learn that elements of communication are crucial skills that leaders engage in regularly.
• To understand that many factors influence communication; i.e. organizational positions of people communicating, follower's needs/concerns, personal agendas, etc.
• To learn that communication is a two way process that involves everything from listening to conflict negotiation and resolution.
• To help students understand the need for listening, encouraging a diversity of opinions, refereeing conflict fairly, perceiving nonverbal symbols, and promoting participation
• and reciprocal interaction within student organizations.

Time Frame:
Approximately 15 minutes for the actual role play. Another 15 minutes are needed to debrief role play and relate to communication. Instructor(s) will also need this time to briefly go over communication issues such as the HEAR Formula, listening, conflict resolution, perception, and participation.

Materials Needed
• Roles for students involved in role play
• Handouts on communication (provided in student workbook)

Description / Directions:

1. To introduce the next role play, first engage in some negative communication with members of the class. An instructor may ask a difficult question, and when receiving no answer, may start to talk louder and slower (a common reaction when someone doesn't understand another person). When the students look confused, ask them what transpired. Some may pick up on the fact that the instructor changed his/her speaking pattern due to the fact that he/she was not making sense. Ask the students how they felt when the instructor began talking as if the audience consisted of a bunch of 5 year olds. More likely than not, the group of students will not have liked it when the instructor changed his/her speaking pattern. The problem in communication was not a matter of the students not hearing the instructor or understanding the words spoken; rather, it was the instructor who had a problem in communicating ideas effectively. Allow the speaking exercise to serve as a reminder that when communicating, a person should place the blame on him/herself if not understood. Speaking louder or slower will not get a point across, rather, it will most likely offend someone. Use this as an introduction to the next role play which considers issues of communication in leadership.
2. Without any more description, ask for 6 volunteers to be the factors." Once the actors are chosen, hand each one a specific role to play in the scenario (specific roles are attached).

3. Once the student actors are ready, set the stage by reading the basic background description of the scenario about the members of FBLA, Future Business Leaders of America (see attached role play materials entitled, The Failure of Career Day).

4. Allow the students to get into the role play, encouraging debate and discussion. The roles are written in such a way that conflict should occur in the exercise. Instructor(s) shouldn't allow the role play to get out of hand, however, it should be understood that a certain degree of frustration and anger are expected. Encourage the students to come to a resolution by the end of the allotted time, however, it is okay if they do not resolve every issue.

5. Once the role play is finished, thank the student actors and begin a discussion with the entire class about what transpired. First ask the audience what they thought the major issues were and what each student actor's role was. Then, have the volunteers read what their respective roles were. Have any of the students ever worked with individuals who exhibited similar characteristics/personalities? Ask what got in the way of effective communication (instructors should write a list of all issues that students felt hindered positive communication). Once the role play debriefing is completed, instructor(s) should move on to a discussion about communication and leadership.

6. Instructor(s) should use attached handouts on communication adapted from Ellis & Fisher's Small Group Decision Making, Fisher & Ury's Getting to Yes: Negotiating Agreement Without Giving In, and Andrews & Baird's Communication for Business and the Professions. Engage in a discussion on these handouts with the students and ask them if they agree with the information. Present the HEAR Formula as a way to effectively communicate with others--it encourages listening, empathy, attentiveness, and responsiveness. Ask students if they have ever communicated with someone who did not exhibit these behaviors. How did they feel as a result? Indicate that leaders who can communicate effectively establish better relationships with their followers which may in turn positively influence follower morale and work ethic. Also cover conflict negotiation and the hints for managing conflict (Separate People from the Problem, Focus on Interests, Not Positions, Invent Options for Mutual Gain, Insist on Using Objective Criteria). Relate to the role play; i.e. perhaps if Student D did not act personally hostile towards A & B. it would have been easier to negotiate. Or, the group may have been more successful if they stopped blaming others and spent the meeting time brainstorming as a group what to do to salvage Career Day. Lastly, promote the notion that communication often means taking into account a variety of opinions, some of which may be disagreeable to the leader. It is important to encourage a variety of opinions and be willing as a leader to put aside a personal agenda in favor of achieving true consensus in a group. (The handout includes a wealth of information on communication, therefore, students may read the additional material on their own time.)
Discussion Questions:

1. What were the major issues in the role play?
2. What were the roles of each student actor?
3. Have you ever worked with someone in a group similar to the characters in the role play?
4. What would you have done differently (or the same) than the student actors?
5. What got in the way of effective communication?
6. What are the most common communication barriers you face on a daily basis?
The Failure of Career Day

Six Actors Needed:

This case involves what happened at a high school one month when a group of six high school students were plagued with disagreements, personality conflicts, and failed communication. These six students belonged to FBI2A, the Future Business Leaders of America Club, which was in charge of planning a Career Day for the school. The group needed to reserve the auditorium for the event, contact local professionals to speak, and publicize the event to the entire school.

Students A & B were the ones who were put in charge of coordinating this annual event. Student C was the president of FBLA who had delegated these positions to A & B. Student D was the publicist for the event. Students E & F were general members of the organization who were available to help with the event.

The week of the event arrived. Unfortunately, the event had not been planned in enough advance and it looked like Career Day would not take place for the first time in 15 years. The scene you are about to witness takes place in a classroom after school the day before the scheduled event. All six students are present and on edge due to the recent planning problems associated with Career Day. A discussion is about to occur which will explore what happened.

(Your fellow students who stand before you will each be given specific roles which correspond to the students in the case of the failure of Career Day." The roles contain the students' personal feelings about the group and the event which may have had an impact on their situation. So sit back and see what you can learn from witnessing the discussion concerning the failure of Career Day.)
The Failure of Career Day

This case involves what happened at a high school one month when a group of six high school students were plagued with disagreements, personality conflicts, and failed communication. These six students belonged to FBLA, the Future Business Leaders of America Club, which was in charge of planning a Career Day for the school. The group needed to reserve the auditorium for the event, contact local professionals to speak, and publicize the event to the entire school.

Students A & B were the ones who were put in charge of coordinating this annual event. Student C was the president of FBLA who had delegated these positions to A & B. Student D was the publicist for the event. Students E & F were general members of the organization who were available to help with the event.

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Students A & B.:
You are relatively new to the group, but were happy to be designated the coordinators of this annual event. The problem with you being new group members was that you weren't sure exactly what needed to be done to plan Career Day. When you realized how much work was needed, it was getting late in the planning stage. You have both gotten tied down with other commitments (especially school work). Your intentions were good, but your follow through with Career Day is suffering. You didn't ask the president or other group members for help because you didn't want to seem like you didn't know what you were doing. Now you are tired of being blamed for everything. Why didn't the leader take a more active role in helping you? Also, why didn't Student D, the Publicist, offer any suggestions about planning career day since he/she was the coordinator last year?
The Failure of Career Day

This case involves what happened at a high school one month when a group of six high school students were plagued with disagreements, personality conflicts, and failed communication. These six students belonged to FBLA, the Future Business Leaders of America Club, which was in charge of planning a Career Day for the school. The group needed to reserve the auditorium for the event, contact local professionals to speak, and publicize the event to the entire school.

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The week of the event arrived. Unfortunately, the event had not been planned in enough advance and it looked like Career Day would not take place for the first time in 15 years. The scene you are about to witness takes place in a classroom after school the day before the scheduled event. All six students are present and on edge due to the recent planning problems associated with Career Day. A discussion is about to occur which will explore what happened.

Student C:
You are the president of this group and was the one who designated A & B to be the coordinators of Career Day. You didn't realize, however, that A & B were not fully equipped to plan the event without some help. You always tried to be encouraging, but you never did anything concrete to check the progress of planning. Perhaps you should have been more proactive in helping A & B plan Career Day, but you can't understand why they just didn't ask for help when they needed it. Isn't that what most people do when they need help or advice? Also- Student D should have been their first resource since he/she planned the event last. You'd think that Student D, the publicist, would have known things weren't being done right if A & B hadn't provided any concrete details to publicize.
The Failure of Career Day

This case involves what happened at a high school one month when a group of six high school students were plagued with disagreements, personality conflicts, and failed communication. These six students belonged to FBLA, the Future Business Leaders of America Club, which was in charge of planning a Career Day for the school. The group needed to reserve the auditorium for the event, contact local professionals to speak, and publicize the event to the entire school.

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Student D:
You are the designated publicist of Career Day. You were the coordinator of the event last year and remember how much work was needed to make everything work. But this year, you wanted to expand your horizons and join other clubs in the school. As a result, you wanted to take a smaller role in planning Career Day. The whole reason why you didn't want to be coordinator again is because it took too much of your time last year. Now it doesn't look like the event was planned at all. What are you supposed to publicize? You are upset at students A & B. the coordinators of Career Day this year, because you can't understand why two people couldn't do at least as good a job as you did last year by yourself. As far as you're concerned, A & B had better get their act together.
The Failure of Career Day

This case involves what happened at a high school one month when a group of six high school students were plagued with disagreements, personality conflicts, and failed communication. These six students belonged to *kPiL4*, the Future Business Leaders of America Club, which was in charge of planning a Career Day for the school. The group needed to reserve the auditorium for the event, contact local professionals to speak, and publicize the event to the entire school.

Students A & B were the ones who were put in charge of coordinating this annual event. Student C was the president of FBLA who had delegated these positions to A & B. Student D was the publicist for the event. Students E & F were general members of the organization who were available to help with the event.

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*Student E:*
You are a real "rah rah" ! ! You support Career Day fully and want it to be the best it has ever been. But those students A & B. the coordinators of Career Day, just don't seem to have it together. Of course you haven't done anything to help, but then, you weren't asked to help. It's not your fault that Career Day isn't going to take place. You are very defensive when anyone confronts you about why you didn't take a more active role because it was the job of the leader and the coordinators to *ask* people for help.

Developed By:
Vanessa M. Helsing & Lisa M. Stevens
1996
The Failure of Career Day

This case involves what happened at a high school one month when a group of six high school students were plagued with disagreements, personality conflicts, and failed communication. These six students belonged to FBI, A, the Future Business Leaders of America Club, which was in charge of planning a Career Day for the school. The group needed to reserve the auditorium for the event, contact local professionals to speak, and publicize the event to the entire school.

Students A & B were the ones who were put in charge of coordinating this annual event. Student C was the president of FBLA who had delegated these positions to A & B. Student D was the publicist for the event. Students E & F were general members of the organization who were available to help with the event.

The week of the event arrived. Unfortunately, the event had not been planned in enough advance and it looked like Career Day would not take place for the first time in 15 years. The scene you are about to witness takes place in a classroom after school the day before the scheduled event. All six students are present and on edge due to the recent planning problems associated with Career Day. A discussion is about to occur which will explore what happened.

Student F:
You were never in support of Career Day from the start, but everyone in the group seemed to think that it was a tradition that had to be continued. So, you never said anything. But now it looks like it won't take place at all and people are asking why no one stepped up to help. Well, why should you have helped when you thought it was a dumb idea? It also doesn't help that you don't like Student E who always seems enthusiastic about everything but never does anything—how annoying! No one had better get upset at you because not only didn't you support the idea, but you also weren't in charge.

Developed By:
Vanessa M. Helsing & Lisa M. Stevens
1996
Communication

"Communication is a process involving the transmission and reception of symbols having meaning in the minds of the participants. Communication is not merely an important activity in organizations; rather, it is the lifeblood that allows organizations to exist" (Andrews, Patricia H. and John E. Baird Communication for Business and the Professions, 1995).

Listening:

Effective Listening: The HEAR Formula

To be Helpful: Minimize waiting time
Act unhurried
Make environment attractive
Eliminate potential distractions
Invite future interactions

To be Empathic: Show the other's feelings are understood
Show the other person is cared about
Use active listening techniques

To be Attentive: Suspend your reactions
Show understanding before disagreeing
Paraphrase and summarize

To be Responsive: Maintain eye contact
Use nonverbal reinforcement
Ask questions
Let other person talk

Encourages Opinions but Ensures Fair Play:

It is important for leaders to encourage their followers to express a diversity of opinions in order to arrive at informed decisions. Groups which are successful at communicating in an honest and open manner also tend to avoid group think- the phenomena which occurs when a group avoids conflict by conforming to group norms (Ellis, Donald and B. Aubrey Fisher, Small Group Decision Making, 1994).

Whenever people express opinions (especially controversial ones), there is bound to be conflict. The important thing to remember is that conflict is a necessary and healthy aspect of group development. A leader must become a mediator in cases of conflict to ensure that conflict continues to be a growing process- not a shouting match.

Roger Fisher and William Ury in their book, Getting to Yes: Negotiating Agreement Without Giving In (1991), outline four simple steps to managing conflict:

• Separate the People from the Problem
• Focus on Interests, Not Positions
• Invent Options for Mutual Gain
• Insist on Using Objective Criteria
Perception:

Communication may take the form of many human actions: speaking, listening, shouting, frowning, smiling, crying, etc. One key element for a leader to keep in mind is that nonverbal symbols may be powerful indicators of what a follower may be thinking or feeling. If someone slouches in their chair or continually looks at their watch, they are not likely to be interested in what is happening at that moment. Other times, someone may not be happy with a group decision, but decides not to say something for fear of embarrassment. A perceptive leader may pick up nonverbal symbols which would indicate the unhappiness of this group member.

"Nonverbal behaviors may produce or change meaning by repeating the verbal message, contradicting it, substituting for it, elaborating on it, accenting parts of it, or regulating it" (Andrews & Baird, 1995).

Thus, it is important for leaders to pay close attention to not only what their followers say, but also how they look and act.

Promotes Participation:

"Communication is a two-way reciprocal process" (Andrews & Baird, 1995). What this means is that communication is a never-ending cycle of exchanges. Trying to communicate an idea to another person may take numerous exchanges in order to help the receiver truly understand the intended message. Good leaders recognize that communication takes time and effort.

Some techniques which are helpful in making sure you effectively convey messages:
- Ask questions of the receiver to make sure they understand you.
- Clarify and rephrase occasionally.
- Look for nonverbal cues of either understanding or confusion.
- Try to use examples which are familiar to the receiver of the message.
- If a receiver doesn't understand you at first, don't blame them and assume that they were the ones who misinterpreted you. Realize that you may not have oriented your message to their needs. Be patient and try again.

Communication as a two-way reciprocal process is emphasized by participative leaders who seek and value the opinions of group members. Asking questions and engaging followers in interactive discussions is one of the best ways to make group members feel involved and understood.

Communication, like leadership, is complex and has many different elements. As a leader next year, make sure that communication is stressed in your respective organizations. No great decisions were ever reached, nor any great projects planned, without comprehensive communication. Don't forget to listen to your followers, to encourage a diversity of opinions, to referee conflict fairly, to perceive nonverbal symbols, and to promote participation and reciprocal interaction in your organizations.
LESSON PLAN: Motivation Role Play & Discussion

Topic:
Motivation: The Gone "Plane" Crazy Case

Overall Objectives:

• To understand that members of a group need to be motivated in order to do something (this motivation may take many forms, i.e., personal motivation, leader loyalty, etc.)

• To illustrate to students that motivation is directly related to follower needs.

• To learn how to assess individual needs in a group.

• To understand that motivation takes on many different forms (depending on follower/group needs). For instance, monetary rewards may be motivation for some, while the potential for public recognition is enough for others.

• Not only should the instructors educate the students about how to motivate, but the instructors should help motivate the students in the class and inspire them to be the best leaders possible.

Time Frame:

Approximately 10 minutes for the actual role play. Another 10 minutes are needed to debrief the role play and relate to motivation. Instructor(s) will need this time to briefly go over "Lisa & Vanessa's Script for Motivational Success," motivational stories, as well as brainstorm as a group ways to be motivational within different contexts.

Materials Needed:

• Roles for students involved in role play

• Personal Story (up to instructors - personal experiences often serve as the best inspirational examples of motivation). Also - interesting tidbits of information concerning the success of others (most references/examples taken from Chicken Soup for the Soul).

• Handouts on Motivation (in student workbook)

Description / Directions:

1. Ask for 6 volunteers to be the "actors.' Once the actors are chosen, hand each one a specific role to play in the scenario (specific roles are attached).
2. Once the student actors are ready, set the stage by reading the basic background description of the scenario at Castle Rock School (see attached role play materials entitled, The Gone "Plane " Crazy Case).

3. Allow the students to get into the role play, encouraging debate and discussion. The roles are written in such a way that conflict should occur in the exercise. Instructor(s) shouldn't allow the role play to get out of hand, however, it should be understood that a certain degree of frustration and anger are expected. Encourage the students to come to a decision by the end of the allotted time, however, it is okay if they do not resolve every issue.

4. Once the role play is finished, thank the student actors and begin a discussion with the entire class about what transpired. First ask the audience what they thought the major issues were and what each student actor's role was. Then, have the volunteers read what their respective roles were. Have any of the students ever worked with individuals who exhibited similar characteristics/personalities? Ask what got in the way of completing the assignment (instructors should write a list of all issues that students felt were important in the scenario). Once the role play debriefing is completed, instructor(s) should move on to a discussion of motivation.

5. Instructor(s) should use attached handouts on motivation (compiled by Vanessa M. Helsing and Lisa M. Stevens, 1996). Engage in a discussion on these handouts with the students and ask them about what they feel are their biggest motivational challenges. Brainstorm as a group what methods may be used to motivate apathetic or unwilling followers. What would the students have done if they were really in the paper airplane situation? Instructor(s) should promote the notion that motivation (getting followers to act on something) will be heavily influenced by the leader's relationship with his/her followers. This workshop strives to promote ethical and responsive leadership; therefore, each lesson (whether it be decision making, communication, or motivation) revolves around how a leader works with his/her followers. It is essential for students of leadership to understand that mutual respect, openness, and teamwork are the leadership qualities that build follower loyalty, and in turn, help increase follower motivation.

6. Instructor(s) should move away from motivation theories, and begin to provide closure to the workshop by motivating and inspiring the students through personal experiences and exceptional stories (see attached list entitled, "Consider This").

7. By this point, instructors should have developed a good rapport with the students End with an inspiring speech that applauds the students' development during the workshop. This speech will vary greatly from workshop to workshop, however, the main point should remain the same. "We believe in you..." coupled with specific examples why is effective. Individual instructors may vary in their motivational strategies, therefore, the last few minutes of this workshop is adaptable. One idea for a motivational end (which also ties into the movie theme somewhat) is to show Michael Jackson's video "Man in the Mirror."
Discussion Questions:

1. What were the major issues in the role play?
2. What were the roles of each student actor?
3. Have you ever worked with someone in a group similar to the characters in the role play?
4. What would you have done differently (or the same) than the student actors?
5. What got in the way of successfully completing the assignment?
6. What type of motivational strategies do you find most helpful?
7. What motivates you?
8. How do you determine what motivates others?
Motivation: The Gone "Plane" Crazy Case

5 actors

The scene? You are playing students attending Castle Rock School. You are all seniors in a Physics class. Your group has to construct the best paper airplanes in order to beat the competitors, the other groups. The teacher arbitrarily chose the groups by counting the class off into fve's. The students who were number ones were designated the leaders of their respective for organizational purposes. Your group project, which counts as 35% of your final grade, has to be completed in a week to turn in to the teacher. It's 2 PM Saturday on a sunny October afternoon. There is a free outside concert downtown of a popular music group that begins at 3 PM. When the scene begins, you are at the designated leader's house to do your entire project. This is the only time all five of you could get together at the same time. You haven't done any work on the project yet. Your task? To construct and manufacture the best flying paper airplanes. You need to make 30 of them. Keep in mind that not everyone in the group is an expert paper plane maker.

And, ACTION!
The Gone "Plane" Crazy Case

**Actor I:** The scene? You are playing students attending Castle Rock School. You are all seniors in a Physics class. Your group has to construct the best paper airplanes in order to beat the competitors, the other groups. The teacher arbitrarily chose the groups by counting the class off into five's. The students who were number ones were designated the leader for organizational purposes. Your group project, which counts as 35% of your final grade, has to be completed in a week to turn in to the teacher. It's 2 PM Saturday on a sunny May afternoon. There is a free outside concert downtown of a popular music group that begins at 3 PM. When the scene begins, you are at the designated leader's house to do your entire project. This is the only time all five of you could get together at the same time. You haven't done any work on the project yet. Your task? To construct and manufacture the best flying paper airplanes. You need to make 30 of them. Keep in mind that not everyone in the group is an expert paper plane maker.

**Your role:** You are the designated director/leader of the group. You are not an expert by far in making paper planes. In fact, you don't know how to make them at all. You realize that this project is a large percentage of your final grade, and you want to do well. You have to get good grades in order to get into Yale, your first choice. So you will work as long and hard as you need to do get that 'A'. You could care less of there's a concert today. There will be plenty of other concerts in your life, but there will only be one day to do this work. You are confidant that if everyone, and that means *every one*, puts forth their best effort, your group will do well, and that will malse you happy.
The Gone "Plane" Crazy Case

Actor 2: The scene? You are playing students attending Castle Rock School. You are all seniors in a Physics class. Your group has to construct the best paper airplanes in order to beat the competitors, the other groups. The teacher arbitrarily chose the groups by counting the class off into five's. The students who were number ones were designated the leader for organizational purposes. Your group project, which counts as 35% of your final grade, has to be completed in a week to turn in to the teacher. It's 2 PM Saturday on a sunny May afternoon. There is a free outside concert downtown of a popular music group that begins at 3 PM. When the scene begins, you are at the designated leader's house to do your entire project. This is the only time all five of you could get together at the same time. You haven't done any work on the project yet. Your task: To construct and manufacture the best flying paper airplanes. You need to make 3Q of them. Keep in mind that not everyone in the group is an expert paper plane maker.

Your role: You are the expert follower. You know the best way to make paper planes. And you let everyone realize that you're the expert. You want to make great planes, and you are more than ready to show everyone how to make them the right way.
The Gone "Plane" Crazy Case

Actor 3: The scene? You are playing students attending Castle Rock School. You are all seniors in a Physics class. Your group has to construct the best paper airplanes in order to beat the competitors, the other groups. The teacher arbitrarily chose the groups by counting the class off into five's. The students who were number ones were designated the leader for organizational purposes. Your group project, which counts as 35% of your final grade, has to be completed in a week to turn in to the teacher. It's 2 PM Saturday on a sunny May afternoon. There is a free outside concert downtown of a popular music group that begins at 3 PM. When the scene begins, you are at the designated leader's house to do your entire project. This is the only time all five of you could get together at the same time. You haven't done any work on the project yet. Your task? To construct and manufacture the best flying paper airplanes. You need to make 30 of them. Keep in mind that not everyone in the group is an expert paper plane maker.

Your role: You are the energizer of the group. You constantly have energy and want to motivate the group to work hard and complete the project. Your enthusiasm will be contagious and get everyone to focus and excited about the project. By prodding the other members to keep on task and supporting their efforts, you will help the group achieve its goals and be productive.
The Gone "Plane" Crazy Case

Actor 4: The scene? You are playing students attending Castle Rock School. You are all seniors in a Physics class. Your group has to construct the best paper airplanes in order to beat the competitors, the other groups. The teacher arbitrarily chose the groups by counting the class off into five's. The students who were number ones were designated the leader for organizational purposes. Your group project, which counts as 35% of your final grade, has to be completed in a week to turn in to the teacher. It's 2 PM Saturday on a sunny May afternoon. There is a free outside concert downtown of a popular music group that begins at 3 PM. When the scene begins, you are at the designated leader's house to do your entire project. This is the only time all five of you could get together at the same time. You haven't done any work on the project yet. Your task? To construct and manufacture the best flying paper airplanes. You need to make 30 of them. Keep in mind that not everyone in the group is an expert paper plane maker.

Your role: You are the distracted member. You could care less about making airplanes. It's a beautiful day and you would rather be outside. Besides, the concert starts in an hour and it takes a good half hour to get downtown. This idea of making airplanes is stupid. You hate this class, you only took it because your parents made you. And you're a senior. Do grades really matter that much? You don't think so. You'll definitely get into State U. for next year, so grades aren't that important to you. You are angry that you even had to meet on a Saturday. Weekends are for fun, not for work. The faster the group finishes the project the better.
The Gone "Plane" Crazy Case

Actor 5: The scene? You are playing students attending Castle Rock School. You are all seniors in a Physics class. Your group has to construct the best paper airplanes in order to beat the competitors, the other groups. The teacher arbitrarily chose the groups by counting the class off into five's. The students who were number ones were designated the leader for organizational purposes. Your group project, which counts as 35% of your final grade, has to be completed in a week to turn in to the teacher. It's 2 PM Saturday on a sunny May afternoon. There is a free outside concert downtown of a popular music group that begins at 4 PM. When the scene begins, you are at the designated leader's house to do your entire project. This is the only time all five of you could get together at the same time. You haven't done any work on the project yet. Your task? To construct and manufacture the best flying paper airplanes. You need to make 30 of them. Keep in mind that not everyone in the group is an expert paper plane maker.

Your role: You are the opposer. You hate everyone's ideas. You hate even having to do this project. You don't see why the "expert" thinks his/her ideas are the best. You think the ideas are stupid. And you don't mind voicing your opinion. Basically, you oppose everyone's opinions, you oppose meeting today, you oppose having a designated leader, etc.
MOTIVATION LESSON PLAN CONTINUED:

Motivational Tidbits:
(drawn from *Chicken Soup for the Soul. Jack Canfield & Mark Victor Hansen, Health Communications, Inc. Florida 1993*)

- "After Fred Astaire's first screen test, the memo from the testing director of MGM, dated 193, said, "Can't act! Slightly bald! Can dance a little!" Astaire kept that memo over the fireplace in his Beverly Hills home."

- "Beethoven handled the violin awkwardly and preferred playing his own compositions instead of improving his technique. His teacher called him hopeless as a composer."

- "Walt Disney was fired by a newspaper editor for lack of ideas. Walt Disney also went bankrupt several times before he built Disneyland."

- "Thomas Edison's teachers said he was too stupid to learn anything."

- "Albert Einstein did not speak until he was four years old and didn't read until he was seven. His teacher described him as 'mentally show, unsociable and adrift forever in his foolish dreams.' He was expelled and was refused admittance to the Zurich Polytechnic School."

- "Henry Ford failed and went broke five times before he finally succeeded."

- "Babe Ruth, considered by sports historians to be the greatest athlete of all time and famous for setting the home run record, also holds the record for strikeouts."

*These may be read by the instructors, or written on notecards that are taped beneath a few students' seats. The goal of these quotations is to show that many people who have become unbelievably successful, have often failed at first. The lesson to be learned is that one must be internally motivated to work hard and not be willing to give up in order to achieve great things.
Motivation

"Nothing great was ever achieved without enthusiasm."

How to get your followers to act...
Lisa and Vanessa's Script for Motivational Success

Momentum-
Openness-
Teamwork
Inspiration
Vision
Action
Trust
Enthusiasm

A leader needs MOMENTUM in order to get things going and keep followers working at a productive pace. OPENNESS is necessary on the part of a leader in order to stimulate creativity, honesty, and mutual respect. TEAMWORK is the foundation of effective leadership—it is necessary for stellar project completion as well as positive group morale. INSPIRATION—a leader must be both inspired, as well as be able to inspire others. Creating a VISION provides a group with direction and inspiration to accomplish desired ends. ACTION is necessary to put a vision into practice. TRUST between group members and leaders will increase with time and will better group cohesion. ENTHUSIASM should be maintained throughout in order to keep followers' energy level high enough to accomplish group goals.
"The longer I live, the more I realize the impact of attitude on life. Attitude, to me, is more important than facts. It is more important than the past, than education, than money, than circumstances, than failure, than successes, than what other people think or say or do. It is more important than appearance, giftedness or skill. It will make or break a company...a church...a home. The remarkable thing is we have a choice every day regarding the attitude we will embrace for that day. We cannot change our past...we cannot change the fact that people will act in a certain way. We cannot change the inevitable. The only thing we can do is play on the one string we have, and that is our attitude...I am convinced that life is 10% what happens to me and 90% of how I react to it. And so it is with you...we are in charge of our Attitudes."
Guess who?

Age 23: lost a job
Age 23: was defeated in bid for state legislature
Age 24: failed in business venture
Age 25: was elected to legislature
Age 26: sweetheart died
Age 27: experienced several emotional problems
Age 27: was defeated in bid to be speaker of the house
Age 34: was defeated for nomination to Congress
Age 37: was elected to Congress
Age 39: lost renomination to Congress
Age 40: was defeated in bid for land office
Age 45: was defeated in bid for U.S. Senate
Age 47: was defeated for nomination to be vice president
Age 49: was defeated in bid for Senate a second time
Age 51: was elected president of the United States

The person was Abraham Lincoln.
END NOTES FOR INSTRUCTORS:

- Provide students with a pen and a piece of paper so that they may write a letter to themselves concerning one to three things that they learned during the workshop that they planned to implement in their roles as leaders. The letters should either be mailed back in a couple months time, or should be given to a representative of the respective school to hand back to the students at a future time.

- Make sure that students fill out evaluation forms of the workshop (see attached example).

- Throughout the workshop, it is important for the instructors to remain enthusiastic and animated. Workshop success comes not from the material alone—it is also highly dependent on the instructors' level of enthusiasm for the topic being addressed.

- Having a theme such as, Lights... Camera... Action!!, is a creative way of presenting information in a workshop format. Themes are rendered useless, however, if not played up throughout the duration of a workshop. In this three hour course, many verbal references to the theme can be made. In the beginning, the significance of Lights, Camera, Action! ! should be explained (see attached student agenda). Throughout the three hours, the instructors may refer to themselves as "Directors," and the students may be called, "Actors/Actresses" (especially appropos during the role plays). In the end, the students should be asked to be the "screenwriter" and map out their future leadership goals based on what they learned during the workshop. Students are then asked to be "critics" and evaluate the effectiveness of the session.
Two Week Leadership Workshop Model
Summer Leadership Institute

Includes:
Overall Syllabus
Daily Lesson Plans
All Relevant Activity Sheets, Handouts, Role Plays, etc.

Developed By:
Vanessa M. Helsing & Lisa M. Stevens
1996
"Life is a journey, not a destination."
The journey starts here...
[Date / Time of Program + Name of Participating School]

Get ready for the ride of your life!
Take a trip back in time to study the origins of leadership. Wander through the complex fields of motivation, communication, and power. Fight your way through the wilderness of the "dark side of leadership." Use your critical thinking and creative skills to understand how ethics relates to leadership. Travel across seas to observe cross-cultural leadership in the making. Finish your journey with us by traveling into the future to discuss the evolving role of leadership studies.

Itinerary for Two Week Journey

* Weekend Afternoon at a Ropes Course (activities in team building) - Prior to start of two week course.

Day 1- The Journey Begins. Introduction - What is Leadership?
Day 2- Theoretical Background of Leadership.
Day 3- Communication (Conflict Resolution, Group Think, Public Speaking,...)
Day 4- Ethics and Leadership. Do leaders have specific moral obligations?
Day 5- Motivation, Decision Making, and Vision.
Day 6- Cross Cultural and Contextual Leadership. Does leadership change in response to changes in environment/context?.
Day 7- "The Dark Side of Leadership." Examples of past notorious leaders will be used to explain how charisma and power have unfortunately been used for negative ends.
Day 8- Servant Leadership, "The Unsung Hero," and Charisma. Learn how leadership can (and should) be exercised.
Day 9- Critical Thinking, Debate, and Group Projects.
Day 10- The two week expedition comes to a close. Group Presentations, creative activities, and closing remarks.

What's Needed to Embark on this Journey

Dedication... Participation... Enthusiasm... An open mind... A thirst for knowledge...

* If financially feasible
DAY ONE: Daily Itinerary

Theme for the Day:
"The Beginning of a Journey"

Overall Objectives:

• Introduce the course and discuss expectations.
• Form initial perspectives on Leadership.
• Relate the "journey theme" to the study of Leadership.
• Articulate the importance of reflection and analysis - use daily travel logs.

Materials Needed:

• Large sheets of drawing paper for each student
• Magic Markers
• Flip Chart
• Gardner excerpt from On Leadership
• Roles for Lottery Ticket exercise
• Travel Logs (provided in student workshop manuals)
Basic Time Frame:

9:00 - 9:15 am  Arrival; Distribution of Student Workbooks;  
                 Introduction & Skit by Instructors

9:15 - 9:45 am  "Slips of Coffee" Icebreaker  
                 (may take longer depending on group size)

9:45 - 10:00 am Students are given time to "Draw Leadership"

10:00 - 11:00 am Discussion of drawings & general discussion on leadership

11:00 am - 12:15 pm Students read Gardner; Class discussion

12:15 - 1:00 pm Lunch

1:00 - 1:45 pm Lottery Ticket Exercise & Discussion

1:45 - 2:00 pm Leadership Circles & Discussion on the relationship between the  
               Leader, the Followers, and the Context

2:00 - 2:30 pm Group Project Topics - groups are chosen & topics discussed

2:30 - 2:45 pm 10-15 Minute Reaction Paper - What does Leadership Mean to Me?

2:45 - 3:00 pm  Travel Log Exercises - Reflection and Evaluation
DAY ONE: Lesson Plan

Topics

Icebreaker / Open up the lines of communication

Objectives:

• To learn more about fellow classmates and the instructors(s)
• To feel comfortable speaking in the group - something they need to become more and more comfortable with throughout the course.

Time Frame:

Approximately 30 minutes for a group of 20 students. (Will need to be adjusted if the group is significantly larger or smaller.)

Materials Needed:

• Coffee Mug
• Individual slips of paper with icebreaker questions on each one

Description / Directions:

1. Ask students to sit in a circle (on the floor if possible), in order to get them away from the rigidity of desks.

2. In introducing this icebreaker, it is important to say that students should feel comfortable discussing personal stories and knowing that such stories will be kept in confidence. This is the first classroom exercise in the development of trust; (unless a ropes course was feasible--then the group of students will have already engaged in trust building activities).

3. Once the students are sitting down, ask them if they are still a little sleepy (since it is only 9:15 am!). Then, proceed to ask what the students do to wake up in the morning (i.e. exercise, eat a good breakfast, shower, drink caffeine, etc.). Once the chatter has died down, the instructors should mention that one of their favorite ways to wake up is to drink coffee - Therefore, the whole group is going to try to use this method of waking up by partaking in some coffee. These are not just any sips of coffee, however; but rather, this exercise concerns certain slips of coffee that are in the mug in front of one of the instructors. The slips of coffee are actually slips of paper in a coffee mug which will be passed around to each student. Each student will pick out one slip of paper which contains an unfinished sentence or question that the student...
must answer. Questions may be adapted by the instructor. A sample copy of questions for this exercise is contained on the next page.
Follow Up:

Make sure that students feel comfortable with one another and understand the importance of respect for one another when a fellow classmate is speaking. Hopefully the exercise was fun as well as informative.

Slips of Coffee Icebreaker Sample Questions:

If I could be a car, I would be . . . ? (and why)
If I could be a food, I would be . . . ? (and why)
If I could spend a day with any movie star, I would like to spend time with . . . ? (why?)
The best movie I saw this summer was . . . ?
When I was little, I always wanted to be . . . ?
What I hope to get out of this workshop is . . . ?
My favorite television show is . . . ?
When I graduate, I want to . . . ?
Places I'd most like to travel to . . . ?
I am happiest when . . . ?
I am frustrated by . . . ?
I enjoy . . . ?
I wish I were more . . . ?
The music I most like to listen to is . . . ?
The craziest thing I've ever done is . . . ?
I'm most afraid of . . . ?
During the summer, I . . . ?
I most admire . . . ?
Next year I will . . . ?
My favorite book is . . . ?
I'm angry when . . . ?
My favorite place to go is . . . ?
I spend most of my time . . . ?
When I hear the word leader, I think . . . ?
I've always wanted to . . . ?
The students at (place name of school in here) are . . . ?
By age 50, I hope to have . . . ?
My greatest challenge is . . . ?
Name a memorable experience . . . ?
If I could abolish any law in the United States, I would abolish . . . ?
LESSON PLAN: Draw Leadership

Topic:
"Draw Leadership" (facilitated discussion afterwards on leadership circles)

Overall Objectives:

• Challenge students to define leadership to the best of their ability.
• Promote creativity (through the medium of drawing).
• Expose students to their classmates' conceptions of leadership.
• Show students that leadership revolves around the relationship between leader / follower / context.

Time Frame:

Approximately 15 minutes to draw leadership; 30 minutes to go around the room and present each drawing; 10 minutes for instructors to show their drawings (which will include the leadership circles) and 20 minutes to discuss general perceptions of leadership.

Materials Needed:

• Large sheets of drawing paper for each student
• Magic Markers

Description / Directions:

1. Ask students to "draw leadership." There should not be much discussion on the assignment--students should feel free to draw whatever they want in relation to leadership.

2. Once students are done drawing, go around the room and ask each student to explain to the rest of the class what he/she drew. It is important for students and instructors alike to not judge each drawing at this point in time. For many students, this may be their first exposure to leadership theory. All ideas are valid and should be used as the basis for discussion. Instructors should remember general themes of the drawings in order to relate them to the discussion on leadership circles.

3. Instructors should have also "drawn leadership." The instructor(s) drawing(s) will consist of three interlocked circles--each circle stands for either a leader, a follower, or the context. What this diagram illustrates is that Leadership is a process that is influenced and shaped by all three (leader, follower, context). Instructor(s) should then facilitate a discussion on the leadership circles and gather student opinions on this view of leadership. (Following are a few discussion questions that may be used.)
“DRAW LEADERSHIP” Lesson Plan
Continued:

Discussion Questions:

1. Are any of you (students) leaders? If so, would you be leaders without your followers? How important are followers in an organization?

2. What are some of the reasons that leaders are unsuccessful? (i.e. followers are unhappy about a leader's performance, a leader is not cut out to work in a specific arena; etc. See if the students have ever worked for a leader they disliked - if so, would they agree that their happiness/satisfaction should have been an important part of the leader's agenda?).

3. Would you like to see a top military general as the leader of your local boy scout troop or community service organization? Likewise, would you expect to see Mother Theresa as a top military general, or the captain of a sports team? If you answered no, does that mean that you doubt these leader's capabilities? More likely than not, it doesn't--however, it does mean that you believe that these people are good leaders within their own contexts. (Find out what organizations / contexts the students work with.) Then ask to someone who may be a Yearbook Editor, would he/she be a good sports captain. The point is to ask students if they would make a good leader in every context.

4. Do you agree / disagree with the idea that leadership is the relationship between leader, follower, and context? What other issues are important to leadership? Do some of these other issues also depend on the circles (i.e. if a student mentions that leadership is also about the ability to motivate, one can make the argument that motivation is altered depending on the followers in an organization as well as the context--how a leader motivates in the military as opposed to in a classroom is very different.)
Lesson Plan: The Cry for Leadership

Topic:
The Cry for Leadership: Gardner’s article & discussion

Overall Objectives:
- Look at leadership as a phenomenon that occurs in many contexts - i.e. community, business, government, etc.
- Think about the debate: Are leaders born or made?
- Challenge students to consider what issues should be taught in leadership development courses.

Time Frame:
Approximately 20-30 minutes for students to read the article and take notes for discussion. Another 45-55 minutes will be needed for discussion of article and definition of leadership.

Materials Needed:

Description / Directions:
1. Ask the class to read Gardner’s excerpt and the students to take note of what they feel are the three most intriguing points.

2. Once the class is done reading, engage in a discussion of the most intriguing points. Ask questions from the following discussion list and challenge students to start to think about “what is leadership really?”

Discussion Questions:
1. Gardner asks, ‘Why do we not have better leadership?’ What is your response to this question? Do you agree with Gardner’s insights on this question?

2. What are leadership problems you’ve encountered?

3. What has been your experience with leadership? (i.e. where did you arrive at your understanding of leadership; what leadership roles have you assumed; etc.)

4. Do you believe that leaders are born or made? Explain.

5. What are the types of subjects you would cover if you were teaching a leadership development course?
DAY ONE: Lesson Plan:

Topic:
The Cry for Leadership: Gardner’s article & discussion

Overall Objectives:

• Look at leadership as a phenomenon that occurs in many contexts - i.e. community, business, government, etc.
• Think about the debate: Are leaders born or made?
• Challenge students to consider what issues should be taught in leadership development courses.

Time Frame:
Approximately 20-30 minutes for students to read the article and take notes for discussion. Another 45-55 minutes will be needed for discussion of article and definition of leadership.

Materials Needed:

• List of discussion questions.

Description / Directions:

1. Ask the class to read Gardner’s excerpt and the students to take note of what they feel are the three most intriguing points.

2. Once the class is done reading, engage in a discussion of the most intriguing points. Ask questions from the following discussion list and challenge students to start to think about “what is leadership really?”

Discussion Questions:

1. Gardner asks, ‘Why do we not have better leadership?’ What is your response to this question? Do you agree with Garner’s insights on this question?

2. What are leadership problems you’ve encountered?

3. What has been your experience with leadership? (i.e. where did you arrive at your understanding of leadership; what leadership roles have you assumed; etc.)

4. Do you believe that leaders are born or made? Explain.

5. What are the types of subjects you would cover if you were teaching a leadership development course.
DAY ONE: Lesson Plan:

Topic:
Lottery Ticket Exercise

Overall Objectives:
- Look at leadership as a phenomenon that occurs in many contexts - i.e. community, business, government, etc.
- Understand how leadership is ever-changing and depends heavily on particular instances.

Time Frame:
Approximately 45 for the role plays and another 15 minutes for discussion.

Materials Needed:
- Lottery Ticket
- Specific Roles for individuals in role play.

Description / Directions:
1. Ask the class for 6-7 volunteers.
2. Each student volunteer is given a specific role to play for the duration of the first scene. (See attached role play scenario + roles).
3. After the students understand the roles they are supposed to assume (i.e. the leader, the cheerleader, etc.), tell the group as well as the entire class that the students are members of the same company and are meeting to decide what their work hours should be. Management has put the decision in the employee’s hands; the only requirement is that they make sure that they complete 40 hours a week (the group must decide arrival and closing time, weekend work, work at home, staggered arrival, etc.) The group of employees work for a paper making company and fulfill all different roles/responsibilities in the organization.
4. It is assumed that the decision making process will be influenced by the specific roles that each student will play. A leader in such a group may get used to the roles that every employee plays and may come to depend on expecting certain reactions (i.e. the yes-man will always agree with everything while the aggressor will be beligerent if not getting his/her way).
5. Have the class discuss the first scenario briefly, addressing the major issues and asking the class to determine the roles that each employee played (instructor may have the roles read at this point).
6. Now change the scenario: the group is no longer deciding what company hours should be, rather, they are deciding who should get the lottery ticket which is placed in the middle of the table—rumor has it, the ticket carries the winning number. The roles for the students remain the same except one thing—each person now has the added direction that they “must get the lottery ticket, regardless!!” Allow the students to engage in the new scenario and see if they arrive at any decision. More likely than not, the group will not come to consensus and the exercise will need to be stopped in the interest of time and discussion.

7. Ask the students in the role play what changed from the first to the second scenario. Then ask the class what happened and how it affected the leadership of the group. Engage in a follow up discussion touching on the issue of leadership and context (one of the lessons learned in the morning in the leadership circles).

Discussion Questions:

1. Did this exercise prove the validity of the leadership circles (leader/follower/context)?
2. How did the follower’s roles in the first scenario influence the leadership in the group?
3. How did the context (and the possibility of winning millions of dollars) influence the leadership in the second scenario?
4. Should a leader be informed about his/her followers and context before assuming a leadership role in an organization?
5. Can you think of any times when a leader didn’t pay attention to the relationship between leaders/followers and context? What happened as a result?
6. Do you believe that people with leadership skills can/should lead in every instance? Can you think of leaders who might be good in some contexts but not in others?
*Roles for Lottery Ticket Exercise*

Scenario 1 - Group of employees deciding on work hours and related issues. Right now, the work hours are 8:30 am - 5:00 pm with an hour lunch. The reason for the meeting is that employees don’t feel that these hours are flexible enough.

"The Leader" - you are the chosen leader for the group. You’ve been given legitimate power from the top of the organization and were asked to lead this group in the decision making process of articulating the company policy on work hours. You try to be as fair and level headed as possible and you listen well to all sides of an argument. Your main concern is getting group consensus and having everyone agree to certain policy changes.

"The Want-to-be Leader" - you think you should have been chosen as the designated leader of the group. You like to talk a lot and you think you have a lot of good ideas. You try to take control of the discussion because the chosen leader is not as qualified as you. Act as if you are the leader of the group.

"The Yes-Man/Woman" - you hate conflict and basically will agree to anything said. You think it is dumb to disagree with others and, as a result, will make it a point to agree with everything anyone says, even if they are conflicting ideas. You will not venture forth to state a point of your own, but rather, you will say with a smile, “whatever everyone else wants.”

"The Negative Employee" - you hate these group meetings, you hate your fellow workers, you hate your job.... in fact, there is very little you don’t hate. Whatever anyone says, just say that you hate it and continue to mutter under your breath. If you can bring the group down, you will be happy - because why is everyone so happy all the time anyway. It’s stupid to be so happy. You could care less about this decision about work hours, so you just sit in the group and exude negative vibes to others.

"The Cheerleader" - you love life and love group decision making meetings even better. Nothing can get you down, not even disagreement or conflict. You don’t care too much about the eventual decision as long as everyone is happy and loves one another. Spend your entire time trying to spread cheer. If asked your opinion on the topic, you may say what you think.

"The Playboy" - you are most concerned with having fun in life. If given the opportunity, you wouldn’t work at all. These decision making meetings aren’t all bad because it means you don’t have to do work. So, try to lobby for reduced, flexible hours; and if the discussion gets too heated, start looking out the window, making paper airplanes, or whatever else amuses you.

Other Roles may be developed as needed. The second role play retains these roles, but only with the understanding that the first priority is getting the lottery ticket.
What is Leadership?

These quotations and explanations are used to explain leadership as the phenomenon that combines the effects of the leader, follower(s), and context— or the "Leadership Circles."

Leadership researchers have defined leadership in the following ways:

The creative and directive force of moral (Munson, 1921)

The process by which an agent induces a subordinate to behave in a desired manner (Bennis, 1959)

The presence of a particular influence relationship between two or more persons (Hollander & Julian, 1969)

Directing and coordinating the work of group members (Fiedler, 1967)

An interpersonal relation in which others comply because they want to, not because they have to (Merton, 1969)

Transforming followers, creating visions of the goals that may be attained, and articulating for the followers the ways to attain those goals (Bass, 1985; Tichy & Devanna, 1986)

The process of influencing an organized group toward accomplishing its goals (Roach & Behling, 1984)

Actions that focus resources to create desirable opportunities (Campbell, 1991)

Leadership and Followership

"In recent years, observers have emphasized the relatedness of leadership and followership. For example, Burns (1978) observed that since leadership is by nature collective, the idea of "one-man leadership" is a contradiction in terms. Similarly, Gardner (1990) observed that team leaders cannot "fly solo" and must share the leadership task with the whole leadership team. Leadership and followership are linked concepts (Heller & Van Til, 1983). The view one has of leadership inevitable implies a view of followership, and vice versa, just as left only has meaning in the context of right."
Leadership and Context

"The appropriateness of a leader's behavior with a group of followers often makes sense only when you look at the situational context in which the behavior occurs. Whereas severely disciplining a follower might seem a poor way to lead, if the follower in question had just committed a safety violation endangering the lives of hundreds of people, then the leader's actions may be exactly right. . .

Historically, some leadership researchers emphasized the importance of the situation in the leadership process in response to the Great Man Theory of leadership. These researchers maintained that the situation, not someone's traits or abilities, plays the most important role in determining who emerges as a leader (Murphy, 1941; Person, 1928; Spiller, 1929). As support for the situational viewpoint, these researchers noted that great leaders typically emerged during economic crises, social upheavals, or revolutions; great leaders were generally not associated with periods of calm or quiet. . ."

Leadership and the Leader

"The effectiveness of leadership, good or bad, is typically attributed to the leader much more than to the other elements of the model. Sometimes the leader is the only element of leadership we even think of."

All excerpts taken from Leadership: Enhancing the Lessons of Experience by, Richard L. Hughes, Robert C. Ginnet, and Gordon J. Curphy
1993
DAY ONE: Lesson Plan:

Topic:
Group Projects - explain & assign groups.

Overall Objectives:
• Explain how group work is essential to learning about and practicing leadership.

Time Frame:
Approximately 15 minutes to explain what the group project entails. Another 15 minutes to allow the students to decide for themselves how to distribute the topics.

Materials Needed:
• Team project topic sheet.

Description / Directions:
1. Have the class count off by fours - This is the best way to get a random sampling of students in each group.

2. Once the class has counted off, put them in groups with other students with the same number and ask them to decide on a group name (throughout the course, these groups will work extensively together and will be called by their chosen name).

3. Instructors should explain that group projects are an excellent way to observe leadership in action. Group dynamics, critical thinking, decision making, power & influence, group cohesion, etc. will all emerge throughout the group project process. Tell the groups that it is also a rewarding experience to work collectively on a project because most times, group work yields much higher results than solo work. This project will hopefully inspire students to continue to work in collective teams in their schools and communities.

4. Instructors should leave the room once teams are assigned and named. The point of this time (which instructors can hopefully observe via camera) is for the class to engage in their first decision making scenario. The class will be left with the four project topics and must decide as a class which teams will do which topics. The option will be left to the students that if a group wants to study some other leadership topic for their group project, they must approach the instructors for permission. Final decisions will rest with instructors. Other topics proposed by students should be leadership related and should include some room for critical study.
Discussion Questions:

1. How did the groups decide on their names? Did everyone agree?
2. How did the class decide on group project topics? Was it democratic? Did much discussion take place? Is everyone happy? If not, what could have been done to improve the decision making process.
3. What do you hope to learn in your group project experience?
4. Have you worked in groups before? If so, what are your initial impressions on group work (and its relation to leadership)?

*After this exercise, ask the students to write a short reflection paper on "What does Leadership Mean to Me." Collect these papers and use them as the impetus for discussion on subsequent days. Conclude the day with travel logs and evaluation. Optional reading for homework: Bass & Stogdill article on leadership theories.
TEAM PROJECT TOPICS:

1. Okay time travelers- your destination is a tense meeting room in August of 1945. This room is the historical place where the decision was made by the US government to drop the atomic bomb on Hiroshima and Nagasaki in hopes of ending World War II. As time travelers from the year 1995, you have the benefit of knowing what happened as a result of this decision. The reason you are traveling back in time is to explore what may have influenced the decision to drop the atomic bomb as well as decide if you would have made a different decision with the knowledge you have today. Issues to consider in exploring what may have happened in 1945: the effect of World War II, other situational factors, ethical considerations, decision makers involved, etc. When discussing what decision your group would make (given your 1995 perspective), consider the same types of issues. Be sure to indicate whether or not your group decision was influenced by the insight you have in looking backwards through time.

2. One of the classic debates in leadership studies today centers around whether leaders are born or made. Your task is to solve this debate once and for all for the world of leadership scholars. You may answer this any way you want as long as you include concrete support for your thesis.

3. Every day you open up the newspaper, there are numerous articles about people, organizations, and/or governments who exercise various types of leadership. Your task is to look at the articles in the paper and cut out each one which deals with some aspect of leadership (you need not look at more than 1-2 newspapers). Once you've cut out the articles which deal with leadership, analyze what you see by referring to topics we discuss in class. Is the leadership in each article similar? Are there major differences in the situations in which you see leadership being exercised? Do you see evidence of both effective and ineffective leadership? Do situational factors seem to play a large role in the type of leadership practiced? Were there any common factors which transcended the different leadership situations discussed in the paper? You may discuss any aspect of leadership you feel is appropriate for the articles you find in the newspaper (you need not follow the questions listed above as long as you be sure to concretely articulate what aspects of leadership you will discuss).

4. You're the lucky group who has just been granted $1 million to start up a company. The catch is- the money has come from an anonymous donor who is obsessed with leadership. The donor has indicated that before the $1 million is deposited in your joint account, you as a team must draft a proposal describing various aspects of your company. The donor's hope is that as emerging leaders, you will be capable of designing a company which is responsive to the complexities of leadership. Following are the issues you must resolve: What type of business are you? What is your company name? What is your logo? What is your mission/vision statement? How are you structured (explain the levels of leadership in your proposed business)? How will tasks be delegated? What roles will the four or five of you fulfill in your business? What is the company's view of leadership?
Team Name: ___________________________

Group Members: _________________________

Project Topic: __________________________

Hey incredible teams! Get psyched for an incredible leadership experience throughout the course of group project planning. Your teams, which have already been assembled, will be given time each day to discuss and prepare a presentation on an assigned topic. The reasons we are having teams plan presentations is to give all of you the opportunity to see leadership emergence at the group level, to provide you with the experience of learning from one another, and to explore an interesting leadership topic.

The projects are open-ended in order to give the groups freedom in planning as creative a presentation as desired. Feel free to develop role plays and activities as a way of proving your thesis. You may also make use of videos or other audio-visual equipment to enhance your presentations. If you need research/video material from our library, please speak to one of us, and we will be happy to help you collect any necessary materials.

Following is a time frame for completion of various aspects of the presentations. At the noted dates, Lisa and Vanessa will be looking at each group’s planning sheets to make sure that everyone is on track.

**Project Schedule:**

1. By the end of class on Wednesday, each group will have developed a working thesis statement. The thesis should clearly state what each group will attempt to prove in their presentation.

   i.e. "Given the historical precedence set by Malcolm X, Hitler, and FDR, it is clear that powerful and charismatic leaders evolve as a direct result of controversial/volatile times." This thesis statement conveys the notion that powerful and charismatic leaders evolve as a result of volatile situations (as opposed to perhaps evolving just because they are good leaders or they have good ideas). This statement also provides the reader with an idea of how this statement will be proved by offering Malcolm X, Hitler, and FDR as powerful examples of this point of view.

Thesis Statement: ____________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________
2. By Friday, August 11th, each group will have filled out the following outline detailing the main points their presentation will convey:

Thesis: ____________________________________________________________

Point 1 in support of Thesis: __________________________________________

Sub Points: ________________________________________________________

Point 2 in support of Thesis: __________________________________________

Sub Points: ________________________________________________________

Point 3 in support of Thesis: __________________________________________

Sub Points: ________________________________________________________

You need not have three points exactly, however, we would like to see between two and four points used to support each group's thesis statement.
3. By the end of the day on Monday, the beginning of the second week, each group will have completed the following questions:

Our presentation will include:__________________________________________
__________________________________________
__________________________________________

List of any media resources needed (i.e. videos, overheads, etc.):______________
__________________________________________
__________________________________________

Any additional items which need to be prepared, researched, etc.:______________
__________________________________________
__________________________________________
Travel Log: Day One

Three useful ideas learned today that I can use in future travels:

1.

2.

3.

Reflections on my group:

I discovered about myself:

Was my original view of leadership challenged?

I think leadership is:
Evaluation Form

Day 1 - "The Beginning"

What did you like most about class today:

What would you have liked to see changed about class today:

Were the concepts presented useful to you?

Were the materials presented in a clear and understandable fashion?

What idea presented was most helpful to you?

Did you find the readings helpful and easy to understand?
(Gardner - On Leadership)

I am still puzzled about or have questions concerning...?

My overall reaction and/or additional comments...
DAY TWO: Daily Itinerary

Theme for the Day:
'Mt. Theory - Get Ready for the Climb" - Issues in Theoretical Perspectives

Overall Objectives:
- Provide students with a broad historical background of leadership theory.
- Illustrate how 'followership' is an essential aspect of leadership.
- Motivate students to aspire to be transforming leaders.
- Challenge students to come to terms with their own definition of leadership.

Materials Needed:
- Video clips from Sister Act (to illustrate transforming / transactional leadership)
- Large pieces of paper
- Markers
- Lao Tzu excerpt The Leader's Companion (69-71)
- Robert E. Kelley excerpt (Wren 193-204)

Basic Time Frame:

9:00 - 9:30 am Arrival; Morning Exercises - Lau Tzu Reading & Reaction
9:30 - 10:15 am Where does leadership studies comes from?
10:15 - 10:45 am Team work in search of a definition of leadership
10:45 - 11:15 am Class discussion and consensus on leadership definition
11:15 - 12:15 am Transforming / Transactional Leadership - use video clips
12:15 - 1:00 pm Lunch
1:00 - 1:30 pm Group Project Time
1:30 - 2:45 pm Followership
2:45 - 3:00 pm Travel Log Exercises - Reflection and Evaluation
DAY TWO: Lesson Plan

Topic:

Where does leadership studies come from?

Objectives:

- Expose students to the wide variety of leadership theories that exist.
- Challenge students to see leadership as a process that entails many competencies.

Time Frame:

45 minutes

Materials Needed:

Theoryland Handout (leadership theories put to the “Journey” theme).

Description / Directions:

1. Hand out “Tips for Travel in Theoryland” to students. Instructors should spend time explaining the following theories: Ohio State & Michigan State Leadership Studies, Fiedler’s contingency theory, House Path-Goal Theory, and Kerr & Jermier’s substitutes theory. Due to time limitations, these theories cannot be fleshed out in depth. The class can, however, engage in a discussion about these theories, and perhaps choose one or two they wish to highlight. Instructors have a variety of options in this case. For instance, the class may split up into their group project teams and pick a theory a piece. From there, each group can work with instructors to understand their theory enough to present to the class (i.e. through a skit, simulation, role play, etc.). Following are a list of questions instructors may want to ask.

Discussion Questions / Follow Up:

1. What theory did you relate with the most?
2. Were there any theories you didn’t believe or buy into?
3. What type of ‘model of leadership’ would you create?
4. How can a leader use the ‘substitutes theory’ to his/her advantage? (i.e. hiring only capable, well trained individuals to replace the type of leadership that is highly directive).
5. What is the point of studying leadership theory?
6. Does leadership theory help explain the phenomenon of leadership? That is, do you understand leadership better now that you have been exposed to leadership theory?
DAY TWO: Lesson Plan

Topic:

Team work in search of a definition of leadership

Objectives:

- Challenge students to think critically about how to define leadership.
- Work on group cohesion and achieving consensus in a group setting.

Time Frame:

30 minutes for groups to devise leadership definition. Another 30 minutes for entire class to decide on an overall leadership definition.

Materials Needed:

Chalkboard & chalk

Description / Directions:

1. Groups (team project groups) are given one half hour to write an all-emcompassing definition of leadership. The groups must come to consensus on exact wording of the definition.

2. After 30 minutes, bring the class back together and ask each group to write their definition on the board. Facilitate a discussion about the similarities and differences between the definitions. Then the class must work together to decide on one definition of leadership. The class may decide to use one of the definitions off the board, or they may want to combine the ideas of a few definitions. In either case, get the class to decide as a whole. The final definition should be written on a bright marker board and displayed throughout the week. The class should be free to reconvene the discussion at any time during the two weeks to update or revise the definition based on class insights.

Discussion Questions:

1. How did your group decide on a definition? Explain the group processes.
2. Where did your ideas come from that you used in your definition?
3. What were the major debates or points of contention (either in your group or in the class discussion as a whole)?
4. Is it possible to define leadership?
5. Should we be worried about defining the term? Is it necessary to define it to understand it?
6. Are you happy with the class definition?
DAY TWO: Lesson Plan

Topic:
Transforming / Transactional Leadership

Objectives:

- Expose students to transforming and transactional leadership, showing the benefits and advantages to both.

Time Frame:

One hour

Materials Needed:

Sister Act videoclip

Description / Directions:

1. Instructors should explain Transforming Leadership as the phenomenon that “occurs when one of m persons engage with others in such a way that leaders and followers raise one another to higher levels motivation and morality... Various names are used for such leadership, some of the derisory: elevati mobilizing, inspiring, exalting, uplifting, preaching, exhorting, evangelizing... transforming leaders ultimately becomes moral in that it raises the level of human conduct and ethical aspiration of both lea and led, and thus it has a transforming effect on both,” (James MacGregor Burns). Also disc transactional leadership as a necessary element of leadership, “Such leadership occurs when one pers takes the initiative in making contact with others for the purpose of exchange of valued things” (Burn Bass’ Transformational theory with the “Four I’s” compliments this lecture.

2. Once the instructors feel confident that the students understand the fundamental concepts of transformi and transactional leadership, the clips from Sister Act should be shown. Engage the students in discussion about the scenes that illustrated transforming/transactional leadership - examples of both a evident in the clips.
Discussion Questions / Follow Up:

1. Who engaged in transforming leadership? Who engaged in transactional leadership? Did anyone engage in both types (i.e. when the Mother Superior makes a deal with Whoopie Goldberg’s character to direct the choir in return for safety. This action was an exchange, however, the results were transforming).

2. What other movies/characters come to mind when you think of transforming/transactional leadership.

3. Have you ever worked for a transforming leader?

4. Many times, people tend to simplify the theories and think of transforming as ‘good’ and transactional as ‘bad.’ Transactional leadership, however, is not ‘bad,’ but rather necessary in many leadership situations. Explain a time when you (or someone you know) engaged in transactional leadership. What happened? Were the results positive or negative?
DAY TWO: Lesson Plan

Topic:

Followership

Objectives:

• Show the importance of followership to the study of leadership.
• Identify the parallels between the study of followership and the lesson on leadership circles.
• Illustrate to students the basic principles of how to be an effective follower.

Time Frame:

1 hour & 15 minutes

Materials Needed:

• Large sheets of paper
• Markers

Description / Directions:

1. Instruct students to read Kelley’s article on followership. Once they have read the article and taken note important/interesting points, make sure that there are no questions about what Kelley is saying. If necessary, proceed into group work on followership.

2. Team project groups should still be sitting together from group project time held before this exercise. In these groups, ask students to start brainstorming words/phrases that describe effective followers. Each group should write these ideas down on the piece of paper given to them. On this paper, there will be large drawings of ships with large sails (large enough to write in). These “follower ships” are the medium through which groups will share their list of effective follower traits.

3. Once every team has presented their ideas, engage in a discussion on followership. Use discussion questions below to guide discussion.

Discussion Questions:

1. Do you consider yourself an effective follower?
2. Are effective followers necessary in organizations?
3. Do you think most people assume effective follower roles?
4. Do you believe that followership is an important aspect of leadership studies? Why/Why not?
5. What were some of the most effective follower traits that people mentioned?
Travel Log: Day Two

Three useful ideas learned today that I can use in future travels:

1.

2.

3.

Reflections on my group:

I discovered about myself:

The most interesting theory I learned today:

To me, followership entails:
Evaluation Form

Day 2 - "Theoretical Perspectives"

What did you like most about class today:

What would you have liked to see changed about class today:

Were the concepts presented useful to you?

Were the materials presented in a clear and understandable fashion?

What idea presented was most helpful to you?

Did you find the readings helpful and easy to understand? (Lao Tzu, Burns, Bass & Stogdill, Kelley articles)

I am still puzzled about or have questions concerning...?

My overall reaction and/or additional comments...
DAY THREE: Daily Itinerary

Theme for the Day:
“Walk the Talk” - Communication

Overall Objectives:
• Illustrate the importance of communication in leadership studies.
• Challenge students to think of communication as a vast array of skills: negotiation, presentation, listening, debating, facilitating, etc.
• Promote principled negotiation and win-win solutions as the most effective ways to manage conflict / disagreements.
• Articulate areas for personal development and change in communication strategies—set personal goals for improving communication.

Materials Needed:
• Role plays for students
• Pass it Down the Alley Exercise
• Peanut butter, jelly, bread, and a knife
• Tinker toys or legos
• A blindfold
• Travel logs and evaluation sheets
Basic Time Frame:

9:00 - 9:15 am  Arrive; Morning Exercises (show video clip segments of good as well as bad communicators)

9:15 - 10:15 am  Outside Speaker - Encourage a community leader or school administrator to speak to the students about the importance of effective communication

10:15 - 10:30 am  Evaluate and debrief speaker

10:30 - 10:45 am  Public Speaking - Class volunteers to do a 1-2 minute segment with peer and instructor evaluation provided.

10:45 - 11:45 am  Communication Exercises

11:45 am - 12:15 pm  Communication Role Plays with follow-up discussion

12:15 - 1:00 pm  Lunch

1:00 - 1:15 pm  Presentation of HEAR Formula & discussion on listening skills

1:15 - 2:45 pm  Conflict Resolution Simulation - Disarmament Exercise
Discussion to follow on principled negotiation and negotiation strategies

2:45 - 3:00 pm  Travel Log Exercises - reflection and evaluation
DAY THREE: Lesson Plan

Topics:

Public Speaking

Overall Objectives:

• Allow students time to practice public speaking.

• Provide students with instructor and classmate evaluations of public speaking.

Materials Needed:

Nothing

Description / Directions:

1. Ask class for volunteers who want to practice public speaking skills. This exercise is not meant to be a serious critique of public speaking, rather, it should be treated as an informal setting in which students may work on their poise and delivery in public.

2. Once students have volunteered, tell them that they each have 1-2 minutes to tell about either a) their most embarrassing moment, or b) a time when they were afraid.

3. Debrief the exercise by asking the class for constructive comments at the end of each speech. Explain that one does not need to be a communication scholar to know when someone is not communicating effectively (i.e. not speaking slow or deliberate enough; not making eye contact; fidgeting, etc.). Instructors should feel free to make general comments as well. Any comment that is not constructive in nature should not be allowed.

Discussion Questions:

1. To students who spoke: How did you feel in front of the class?

2. What was the most difficult about the speaking assignment?

3. If you could get up in front of the class again, what (if anything) would you change about your speech?

4. To the entire class: what are some of the most important communication issues to consider when speaking in public?
DAY THREE: Lesson Plan

Topic:
Communication Exercises

Overall Objectives:
• Allow students time to engage in communication challenges.
• Illustrate the variety of skills involved in communication (i.e. listening, negotiating, etc.)

Materials Needed:
See attached description of exercises

Description / Directions:
See attached.

Discussion Questions:
1. To students involved in the exercises - what were the biggest communication challenges?
2. What were some of the pitfalls in the exercises? What would you have done differently to remedy some of the problems that arose?
3. How important was listening in these exercises?
4. How would you define communication as a result of these exercises?
5. Was there any evidence of leadership taking place in any of the exercises?
6. How important is communication to leadership?
COMMUNICATION EXERCISES

There are a variety of communication games/exercises that would be useful to a class on leadership. Following is a list of the types of exercises that are effective at illustrating the importance of communication. Instructors should feel free to use as many or as few of these exercises as they please.

First Date:

Select a male and a female from the class. The male is expected to play the role of a teenage girl on a first date. Likewise, the female is expected to play the role of a teenage guy on a first date. The two are supposed to decide what to do, where to go, and what time to be home. Many times, the students will over-exaggerate the roles and make the other sex come across as either prudish (for females) or sexist/aggressive (for males). Discuss why stereotypes enter into people's minds when interacting with each other. Ask the class about the negative effects of stereotypes and how they influence communication. What should leaders be aware of when it comes to stereotypes and communication?

Whisper Down the Alley:

Select up to 10 volunteers. Show one student a picture for 30 seconds and then ask that person to describe it to the next person. The description of the picture (which only the first student saw) needs to be whispered down the line of students until it reaches the last student. Have that last student tell what they heard. Then show the class the picture. Did the description match the picture? Why/why not? Did some of the description get lost along the way? Did the first person describe the picture differently than other classmates would? What got in the way of effective communication? Throughout the exercise, no student may look at the picture or ask for anything to be repeated. (See attached "Pass it Down the Alley Exercise" which is similar, but involves an audio story as opposed to a visual picture).

Peanut Butter & Jelly Sandwich Making Made Hard:

Blindfold one student and place them in a seat in front of a table that has the following items on it: peanut butter, a package of bread, jelly, and a knife. Ask another student to come to the front of the room and talk the blindfolded person through the exercise. The blindfolded person may not do anything that isn't specifically mentioned (i.e. if the student tells the blindfolded person to put the knife in the jelly jar, but the cap isn't off, the student may not stick the knife in the jar). The point is to illustrate the communication that often needs to occur between a leader and a new follower (when a follower's competency in a given area is not high - then a leader needs to be highly directive).
Tinker Toys:

Spread a bunch of tinker toys or legos out on a floor in front of a group of blindfolded students. Allow one student to remain un-blindfolded--this student has a diagram of the object that is to be created using the parts on the floor. This student must walk the blindfolded group through the exercise of building the diagrammed object. What communication barriers were in the way?

*These exercises and more all relate to the complex field of communication. Encourage discussion on these exercises and be sure to relate the lessons learned to the field of leadership.

**The communication role play & hand-outs are the same materials used in *Lights... Camera... Action!!* The lesson plans for *Lights... Camera ... Action!!* contain the materials needed for this class.

**For afternoon exercises, see printout of the Disarmament Exercise.
Pass it Down the Alley Exercise

5 Volunteers Needed:

Director reads scenario and tells 1 person to listen closely while the other 4 students are out in the hall (far enough away so they can’t hear inside the classroom). After reading, 1 person from the hall returns to the room, and the first person is told to relay the story to that next person, and so on, until the last person is told the story and has to relay the story to the class.

Stacy Kirkpatrick, the oldest of three children, lived two streets down from her best friend, Beth Russo, the youngest of four children. The two friends were involved with the same activities in school--they played soccer, were in the National Honor Society, and were history fanatics, both participating in National History Day faithfully every year. They always thought they would be best friends for the rest of their lives. One November day, Stacy stopped by the Russo house to tell Beth that she got accepted into the University of Richmond early decision. Stacy knew Beth would be angry because she wanted Stacy to go to William and Mary with her. They had planned to be roommates and participate in activities together like soccer intramurals. When Beth heard the news, she flipped out and ran outside to her steel gray Toyota Camry and sped off. She didn’t know where she was going, but she had to think. She was so irate that she decided to get on a major highway, Rt. 64, and just drive. While listening to her favorite Led Zeppelin tape, Beth started singing and relaxing. She reached over to the passenger seat to grab her purse to search for money, and while doing so, she took her eyes off the road for a brief three seconds. Tragically, at that moment, a car in her blind spot somehow crashed into the right side of the car. Both cars then created a traffic disaster, causing a domino effect with accidents. Beth turned out to be okay after the accident, but she learned her lesson--never take your eyes off the road, even if only for a brief time.

1. What did the students remember?
2. What details were passed down?
3. Was it hard to remember so much information without writing it down?
4. To remember, did people use word association?
5. Was it difficult not being able to ask clarifying questions (one way communication)?
6. Were the students negatively affected by the fact that they were never told ahead of time that they would have to sit, remember as much of a story as possible, then relay the scenario to someone else?
EXERCISE 1

The Disarmament Exercise

INTRODUCTION

The purpose of this exercise is to engage you in working together in a small group, making decisions about the nature of your relationship with another group. Your group will be paired with another group. Each group will have the opportunity to make a decision about a series of "moves." The outcome of those moves (in terms of the amount of money that your team wins or loses) will be determined by the choice that your group makes, and the choice that the other group makes. Your group cannot independently determine its outcomes in this situation. The nature of your group's choices, and how well it performs in this exercise, will be determined by: (1) your group's behavior toward the other group, (2) the other group's behavior toward your group, and (3) the communication between groups when this is permitted.

ADVANCE PREPARATION

None.

PROCEDURE

Step 1: 5 Minutes

Divide the class into three to six persons per group (your group leader will tell you how to do this). Pair off the groups so that all groups are paired. If there is more than one pair, the group leader will assign a referee to monitor each pair of teams. Designate specific rooms for each team.

Step 2: 15 Minutes

Read the following instructions—Rules for the Disarmament Exercise—carefully. When you have finished reading the instructions, the group leader will answer any questions that you have. You will then be given time to discuss the rules with your teammates, and plan the strategy you will use.

RULES FOR THE DISARMAMENT EXERCISE

The Objective

You and your team are going to engage in a disarmament exercise in which you can win or lose money. You may think of each team as a country with weapons—some of them are armed and others are not. There are three rounds in the exercise, and each round has seven moves. In this exercise your objective as a team is to win as much money as you can. The team opposing yours has the identical objective.

The Task

1. Each team is given 20 cards. These are your weapons; each card represents one weapon. Each card has one side marked $X$ and an unmarked side. When the marked side of the card is displayed, this indicates that the weapon is armed; conversely, when the blank side of the card is displayed this shows the weapon to be unarm.

Each team also has an A (Attack) card; this will be explained later.

2. At the beginning of the exercise, each team places 10 of its 20 weapons (cards) in the armed position with the marked side up, and the remaining 10 in the unarm. position with the marked side down. All weapons will remain in your possession throughout the exercise; they must be placed so that the referee (group leader) can see them, and out of the sight of the other team.

3. During this exercise there are three rounds with up to seven moves each. Payoffs are calculated after each round (not after each move), and are cumulative.

a. A move consists of a team turning two, one, or none of its weapons from armed (X) to unarm (blank) status, or vice versa.

b. Each team has three minutes to decide on its move and to make that move. There are 30-second periods between moves. At the end of three minutes, a team must have turned two, one, or none of its weapons from armed to unarm status, or from unarm to armed status. Failing to decide on a move in the allotted time means that no change can then be made in weapon status until the next move. In other words, failure to make a move by the deadline counts as a move of 0 weapons.

c. The length of the three-minute period is fixed and unalterable.

d. The referee (instructor) will verify each move for both teams after it has been made.

4. Each new round of the exercise begins with all weapons returned to their original positions, 10 armed and 10 unarm.

The Finances

If your referee chooses to use real money in this exercise, money will be distributed as described. If you use imaginary money, assume that each team member has made an imaginary contribution of $2.00, and that the money is also distributed as described.

1. Each member will contribute to the treasury. The money you have contributed will be allocated in the following manner:

a. 60 percent will be returned to your group to be used in the task. Your group may diminish or supplement this money depending on the outcomes during the exercise. At the end of the exercise your group's treasury will be divided among the members.

b. 40 percent will be donated to the World Bank, which is to be managed by the referee. This money will not be returned at the end of the exercise, and should be considered as no longer yours.

c. The opposing team's money will be allocated in the same way.

The Payoffs

1. If there is an attack during a round:

a. Each team may announce an attack on the other team by notifying the referee during the 30 seconds following any three-minute period used to decide upon a move (including the seventh or final decision period in any rounds). To attack, you must display your A (attack) card to the referee. You may not attack without a card. The moves of both teams during the decision period immediately before an attack count. An attack may not be made during negotiations (see below).

b. If there is an attack by one or both teams, the round ends.

c. The team with the greater number of armed weapons wins 5 cents per member for each armed weapon it has over and above the number of armed weapons of the other team. These funds are paid directly from the treasury of the losing team to the treasury of the winning team. If both teams have the same number of armed weapons, the team that attacked pays 2 cents per member for each armed weapon to the World Bank, and the team that was attacked pays 1 cent per member for each armed weapon to the World Bank. If both teams attacked, both pay the 2-cent rate.

2. If there is no attack by the end of a round:

a. At the end of each round (seven moves), when there has been no attack, each team's treasury receives from the World Bank 2 cents per member for each of its weapons that is at that point unarmed, and each team's treasury pays the World Bank 2 cents per member for each of its weapons remaining armed.

b. When a team wins funds, they are awarded by the World Bank. When a team loses funds, they are paid to the World Bank.

3. Teams may run a deficit with the World Bank.

The Negotiations

1. Between moves each team has the opportunity to communicate with the other team through negotiations chosen by the team members for this purpose. You may not communicate with the other team before the first move.
2. Either team may call for negotiations (by notifying the referee) during any of the
30-second periods between decisions. A team is free to accept or reject any invi­
tation from the other team.
3. Negotiators from both teams are required to meet after the third and sixth moves.
4. Negotiations can last no longer than five minutes. When the two negotiators return
 to their teams, the three-minute decision period for the next move begins.
5. Negotiators are bound only by: (a) the five-minute time limit for negotiations, and
 (b) required appearance after the third and sixth moves. They are otherwise free to
 say whatever they choose, and to make an agreement which is necessary to benefit
 themselves or their teams. They are not required to tell the truth. Each team is
 similarly not bound by any agreements made by their negotiators, even when those
 agreements were made in good faith by the negotiators.

Reminders
1. Each move can consist of turning over two, one, or zero of your weapons to the
 unarmed side—or the armed side.
2. You have three minutes to decide which of the above moves you will choose.
3. If there is no attack, at the end of the round (seven moves) your team receives
 2 cents per member for each unarmed weapon and loses 2 cents per member for
 each armed weapon.
4. If there is an attack, the team with the greater number of armed weapons wins 5 cents
 per member for each armed weapon it has over the number the other team has.
5. A team may call for negotiations after any move. Mandatory meetings of negoti­
 ators occur after moves three and six.

Step 3: 15 Minutes
1. Once you have clarified and understood the rules, each team has 15 minutes to
 organize itself and to plan team strategy.
   a. You must select people to fill the following roles (the persons can be changed at
      any time by a decision of the team): (1) A negotiator—activities as stated under
      “The Negotiations”; (2) a team spokesperson to communicate decisions to the
      referee about team moves, attacks, initiations or acceptances of negotiations,
      etc. The referee will only listen to the team spokesperson, and the spokesperson
      cannot also be the negotiator; (3) a team recorder to record moves of the team,
      and to keep running accounts of the team’s treasury.
   b. You should discuss with your team members the way that you want to play, what
      the other team might do and how that affects your strategy, the first move that
      you will make for the first round, whether or not you desire negotiations, and
      what you might say to the other team if you or they initiate them.

Step 4: 10–20 Minutes

Round 1:
1. The referee will signal that the first round begins.
2. Your team has three minutes to decide on its first move, and then to actually move
 one, two, or no cards.
3. When the referee returns, show him or her your move. You may also attack at this
 point, and/or you may call for negotiations.
4. If neither team attacks or calls for negotiations, the referee will proceed to the
 second move.
5. Remember that there will be mandatory negotiations after moves three and six. Also
 remember that the game will proceed for seven moves, unless there is an attack.
6. When the round ends, the referee will state how many missiles each team had
 armed, and whether either team attacked. Each team will calculate its financial
 status. Money (if used) will be transferred from one team’s treasury to the other, or
 to/from the World Bank.
7. After accounts are settled, return the cards to their “opening” position (10 X-side
 up and 10 X-side down).

Step 5: 5 Minutes (at the Referee’s Discretion)
Answer the questions for round 1 on the Disarmament Exercise Questionnaire.

Step 6: 5 Minutes
Evaluate your team’s strategy and outcomes in round 1. Use your reactions to the
Disarmament Exercise Questionnaire as a guide, then discuss the strategy you wish to
pursue in round 2.

Step 7: 5–20 Minutes

Round 2. Proceed as in round 1 (Step 3).

Step 8: 5 Minutes (at the Referee’s Discretion)
Complete the questions for round 2 on the questionnaire.

Step 9: 5–20 Minutes
Additional rounds may be played at the discretion of the referee.
Disarmament Exercise Questionnaire

For round 1, circle the appropriate number on each scale which best represents your feelings. (For subsequent rounds, use boxes or triangles or colored pencils to indicate appropriate number.)

1. To what extent are you satisfied with your team's current strategy?
   - highly satisfied
   - dissatisfied

2. To what extent do you believe the other team is now trustworthy?
   - highly trustworthy
   - untrustworthy

3. To what extent are you now satisfied with the performance of your negotiator?
   - highly satisfied
   - dissatisfied

4. To what extent is there now a consensus in your team regarding its moves?
   - very little consensus
   - great deal

5. To what extent are you now willing to trust the other people on your team?
   - more than before
   - less than before

6. Select one word to describe how you feel about your team:
   - authentic and sincere

7. Select one word to describe how you feel about the other team:
   - Negotiators Only: Please respond to the following question.
   - How did you see the other team’s negotiator?
   - phony and insincere

DISCUSSION QUESTIONS

1. How effectively did your team work together?
   a. How did your team make decisions? (Did one or two persons make the decision for the whole team? A minority make decisions for the whole team? Always a democratic vote? Majority kept overriding the minority?)
   b. Did your team make maximum use of information available? Did the team members really listen to each other? Why not? Were the opinions of the less vocal members sought? Why not? Did the team really try to obtain every piece of information from the negotiators, which was the team’s only direct source of information about the other team?

2. Did your team have a viable strategy?
   a. Did your team have a consistent plan or was it “pushed around” by other teams?
   b. Was your team’s plan naive? If so, why?
3. How did your team react to cooperation and competition?
   a. Why is cooperation so difficult to achieve?
   b. What are the barriers that stand in the way of developing trust?
   c. What assumptions did your team have about the other team which may have prevented trust and cooperation?
   d. What happened to your team's morale and decision-making structure when it won? When it lost?

   a. How committed were you to your negotiator? Were you willing to stand by him or her through thick and thin, or did you abandon trust in your negotiator at some point?
   b. Did some of the negotiators lie? If they are not basically dishonest people, why did they? If they lied, how did they feel about this afterward?
Travel Log: Day Three

Three useful ideas learned today that I can use in future travels:

1. 

2. 

3. 

Reflections on my group:

I discovered about myself:

How can I be a better communicator?

A situation I've been in where principled negotiation would have helped:
Evaluation Form

Day 3 - "Communication"

What did you like most about class today:

What would you have liked to see changed about class today:

Were the concepts presented useful to you?

Were the materials presented in a clear and understandable fashion?

What idea presented was most helpful to you?

Did you find the readings helpful and easy to understand? (Communication in Small Groups)

Overall impression of the speaker:

I am still puzzled about or have questions concerning...?

My overall reaction and/or additional comments...
DAY FOUR: Daily Itinerary

Theme for the Day:

Fly the Ethical Skies-- Ethics and Leadership

Overall Objectives:

• Awaken the idea that every day student leaders must make ethical decisions.
• Introduce background of different moral philosophers.
• Expose students the idea of business ethics.
• Show the complexities of ethical choices using the U.S. military as an example.

Materials Needed:

Large sheets of drawing paper for each student
Magic markers
Flip chart
Name tags with philosophers’ names
Excerpted readings as noted in the lesson plans
Excerpts from My Lai video
Travel Logs (provided in student workshop manuals)
Basic Time Frame:

9:00 - 9:45 am  Arrival; Morning Exercise-- Student Ethics Case;

9:45 - 11:30 am  Moral Philosophy Time
Read "What is Moral Philosophy?"
Split into Four Groups and Learn about Four Different
Philosophers
Talk Show

11:30 - 12:30 pm  Group Project Time

12:30 - 1:00 pm  Lunch

1:00 - 2:00 pm  A speaker from the outside community

2:00 - 3:00 pm  Trip Back in Time to the Vietnam War-- Remember My Lai

3:00 - 3:30 pm  Travel Log
Day Four: Lesson Plan

Topic

Student Leader Ethics

Objectives:

• Present an ethical dilemma for student leaders.
• Introduce the idea of morality and leadership.

Time Frame:

Approximately 45 minutes.

Materials Needed:

• Hand-outs of Student Ethics Scenario, written by Vanessa M. Helsing and Lisa M. Stevens, 1996

Description / Directions:

1. Hand out Student Ethics Scenario to students and have them read.
2. Use the questions in the last paragraph of the scenario as a basis for conversation.

Discussion / Questions:

1. Ask if any student has been involved in a cheating incident. What happened?
2. Does cheating occur frequently at school?
3. What does this scenario have to do with ethics?
DAY FOUR: Lesson Plan

Topic:
Ethics in Leadership, Different Moral Philosophers

Objectives:

• Understand some fundamental moral philosophies and how these ethical views tie into leadership.
• Relate the philosophies to everyday student life.

Time Frame:

Approximately 30 minutes to discuss homework, the reading “What is Moral Philosophy?”; 20 minutes to break into groups specific to one philosopher; 15 minutes for each group to present and teach the class; 20-25 to have talk show and discussion.

Materials Needed:

• Name tags for game show
• Posterboard for each group to write notes for presentation
• Markers

Description / Directions:

1. Discuss “What is Moral Philosophy?” Highlight the Domains of Ethical Assessment: action, consequences, character, and motive, as written in the article.

2. Split the class into four groups— each group being the expert on a moral philosopher: Ayn Rand, Niccolo Machiavelli, Immanuel Kant, and John Stuart Mill.

3. After each group reads the article by the specific philosopher, the group writes the main points on posterboard and presents what they learned to the class. Not only is the presenting beneficial to the rest of the class to understand other philosophers, but it is good practice speaking in front of the class.
4. When each group chooses a representative of their group to actually “be” the philosopher, the 4 selected students sit on a panel during the “talk show.” The students receive name tags with their philosopher’s name. The panel discusses their perspectives on the Student Ethics Case that was discussed during the Morning Exercise.

Discussion / Questions:

1. During the Morning Exercise, discuss whether or not a universal morality exists.
2. What does the scenario have to do about ethics?
3. During the talk show, ask what each philosopher would do about running a red light. Would their responses change if they had a passenger who was solving the cure for cancer? An old woman who did not have any family? A sibling?
4. Did the students’ perceptions of morality change after learning about different moral philosophies?
5. What moral dilemmas do they, as students face?
6. Do leaders have a certain obligation to be ethical, as in the case of the President of the SGA?
7. What is the difference between morality and ethics?
8. How much does the role of context play in ethical situations? Should context play a major role, or should leader stick to one way of moral thinking?
DAY FOUR: Lesson Plan

Topic:

*My Lai* Massacre, Ethical Decision Making during the Time of War

Objectives:

- Discuss the way moral behaviors can change under military conditions.
- Challenge students to consider the importance of context in moral decisions.

Time Frame:

Allow 5 to 10 minutes to read *My Lai* Case Study, USMA. Show 20 minute *My Lai* video clip. Spend 30 to 40 minutes de-briefing.

Materials Needed:

- *My Lai* Case Study, USMA
- *My Lai* video clips

Description / Directions:

1. Have students read the case study so they understand the background to the video.

2. Due to the sensitivity of the video, you need to warn the students that the subject material is intense and disturbing in nature due to the violence.

3. Watch the video clips.

4. Discuss the video and case study.
Discussion / Questions:

1. Discuss your reaction to the video and case study.
2. How would each philosopher, (Kant, Rand, Machiavelli, and Mill), react to My Lai?
3. What/Who was to blame? The military? The leaders?
4. As a leader, would you have made any different decisions?
5. Were the members of the company effective/ineffective followers? Cite examples of both.
6. Would you feel any differently if it weren’t a civilian population, but rather the Vietcong who were massacred?
7. Did the American troops go too far? What does it mean to go too far?
Student Ethics Case
by Lisa M. Stevens and Vanessa M. Helsing, 1996

You trudge down the hall to the bathroom, thinking of the class that begins in ten minutes—AP American History. You have enjoyed this class, despite the challenging material. You must spend at least an hour or more preparing for History, and yet your grades still are not what you would like.

You enter the bathroom, thinking of the test, rattling off historical dates, names, and places, and act as if you are almost in a trance. Your mind is on one thing only—getting a good grade on this test.

You smell smoke, not from cigarettes, but from something burning. You walk down to the last stall and you see Pat, the captain of the track team, and a good student.

"What the heck are you doing?" you ask.

Pat's eyes grow wide with surprise. Stammering, replies, "Uh, nothing."

You see on the partially destroyed paper the words "AP History Test." Obviously Pat is cheating! You are shocked! Not only is Pat popular, in NHS, but is well-respected by the faculty.

Pat offers to tell you some test questions, knowing that you have been struggling in this class all semester. Abhorred by the thought of cheating, you refuse. Shaking your head in dismay, you walk over to the sink, wash your hands, and make your way to class.

Plopping yourself in your seat, you start thinking, not about American Civil War battles, but about Pat and the shady scene in the bathroom.

The next day in class you receive your grade—another C+. You can't believe it! To make matters worse, Pat is sitting there, all content with an A-. Not fair! Maybe the reason Pat does well in all classes is due to cheating.

What do you do? Do you turn Pat in to the teacher? You are also the President of the SGA, so would your office get in the way of doing anything? Do you have certain obligations? What would your friends think? Would your teacher think you are only bitter because your grades are not as strong as Pat's? Do you want to say something, and maybe hurt Pat's chances of getting in to a good college by having a cheating record? Would it make a difference if you were good friends with Pat? Would it make a difference if Pat was just a regular student, not captain of the track team, in NHS, well-respected by the faculty, and popular among the students?
Travel Log: Day Four

Three useful ideas learned today that I can use in future travels:

1.

2.

3.

Reflections on my group:

I discovered about myself:

Ethics in leadership involves:

My reaction to *My Lai*:
Evaluation Form

Day 4 - "Ethics and Leadership"

What did you like most about class today:

What would you have liked to see changed about class today:

Were the concepts presented useful to you?

Were the materials presented in a clear and understandable fashion?

What idea presented was most helpful to you?

Did you find the readings helpful and easy to understand?
(Rand, Mill, Kant, Machiavelli, My Lai)

Overall impression of the speaker:

I am still puzzled about or have questions concerning...?

My overall reaction and/or additional comments...
DAY FIVE: Daily Itinerary

Theme for the Day

"Conceive it! Believe it! Achieve it! Motivational Motorway--Please drive with enthusiasm!!"

Topics: Motivation, Decision Making, and Vision

Overall Objectives:

- Inspire students to get excited about leadership.
- Illustrate to students various elements of motivation (explain social expectancy theories)
- Provide students with a practical model of decision making for future situations.
- Articulate the importance of vision in leadership.

Materials Needed:

- Video clips from motivating movies (with a sports theme - A League of Their Own, Angels in the Outfield, The Natural, Hoosiers, Major League, etc.)
- Marshall Sashkin’s “Visionary Leadership” (Wren)
- Motivation role play handouts
- Decision making role play handouts
- Blank paper (for the paper airplane role play)
- Balls and buckets (one large, the other small)
## Basic Time Frame:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 - 9:30 am</td>
<td>Morning Exercises (competitive game outside)</td>
</tr>
<tr>
<td>9:30 - 10:00 am</td>
<td>Video Clips &amp; Discussion</td>
</tr>
<tr>
<td>10:00 - 11:00 am</td>
<td>Maslow’s Hierarchy of Needs, Social Expectancy Theory, etc.</td>
</tr>
<tr>
<td>11:00 am - 12:00 pm</td>
<td>Read Marshal Sashkin’s “Visionary Leadership” - Groups should develop vision statements for their group project teams.</td>
</tr>
<tr>
<td>12:00 - 12:45 pm</td>
<td>Motivation Role Play (“Plane Crazy”) &amp; Discussion (found in <em>Lights... Camera... Action!</em> Lesson Plans)</td>
</tr>
<tr>
<td>12:45 - 1:15 pm</td>
<td>Decision Making Role Play (Day with the Trustees) (found in <em>Lights... Camera... Action!!</em> Lesson Plans)</td>
</tr>
<tr>
<td>1:15 - 1:45 pm</td>
<td>Decision Making Discussion Lecture (see materials in <em>Lights!</em></td>
</tr>
<tr>
<td>1:45 - 2:45 pm</td>
<td>Group Project Time</td>
</tr>
<tr>
<td>2:45 - 3:00 pm</td>
<td>Travel Logs &amp; reflection</td>
</tr>
</tbody>
</table>
DAY FIVE: Lesson Plan

Topics:

Morning Exercise - Competitive Game

Overall Objectives:

• Illustrate to students the importance of motivation.

Materials Needed:

• Balls

• 2 buckets (one large, one small)

Description / Directions:

1. Split the class into two groups and pair each group up with one of the instructors. One instructor should be extremely motivating, supportive, and cheerful while the other ‘coach’ should be depressing, pessimistic, and caustic. The object of the game is for each time to line up opposite a bucket. Each team allows one person to go at a time—the first person up must toss the ball into the bucket. That person must try until they succeed, then retrieve the ball and hand it off to the next person. Each team must go through their line once. The trick is, not only do the coaches behave differently, but the conditions are different as well. The team with the motivating coach has a large bucket and they can stand pretty close. The other team has a very tiny bucket and must stand far away. The notion is that the time with the better coach and the better conditions will win.

2. Once the game is complete, lead the class in a discussion on motivation.

Discussion Questions:

1. Who won and why?

2. Did the coaching play a role at all in the game? Were you more motivated with a good coach? Did the bad coach affect you in some way?

3. How about the conditions? Were you more or less motivated by easy vs. hard conditions.

4. What role did motivation play in this exercise?
DAY FIVE: Lesson Plan

Topic:
Visionary Leadership

Overall Objectives:

- Illustrate the importance of vision.
- Provide the students with a concrete way of articulating a vision statement.
- Increase group project team cohesion and purpose with the development of a vision statement and guiding principles.

Materials Needed:

- Sashkin reading
- Colored paper & markers for vision statement exercise

Description / Directions:

1. Allow class time for the reading of Sashkin. After the reading is completed, instructors should facilitate a discussion on vision and how to create vision statements (see attached discussion questions).

2. Split the class up into the group project teams and require each group to develop a vision statement and list of guiding principles. The vision statement should address the purpose of the group and eventual goal. The guiding principles are those things that the group values in their interaction (i.e. types of communication, ways of managing conflict, group norms, etc.). Each group should write their vision statement and guiding principles on the colored paper and present to the class.

Discussion Questions:

1. Why is vision important to leadership?

2. How did you come up with your group vision statements?

3. Describe your guiding principles--why are they important to your group?

4. What do you think of Sashkin’s model of “Visionary Leadership in Action” (explaining, extending, expanding, etc.)?
Travel Log: Day Five

Three useful ideas learned today that I can use in future travels:

1. 
2. 
3. 

Reflections on my group:

I discovered about myself:

When I motivate others, I usually:

How many of the decision making traps have I made and why?
Evaluation Form

Day 5 - "Motivation, Decision Making, Vision"

What did you like most about class today:

What would you have liked to see changed about class today:

Were the concepts presented useful to you?

Were the materials presented in a clear and understandable fashion?

What idea presented was most helpful to you?

Did you find the readings helpful and easy to understand?

I am still puzzled about or have questions concerning...?

My overall reaction and/or additional comments...