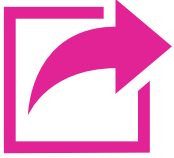# INTRA- and INTERPERSONAL

Leadership

Leadership

Strategies to share with students

Suggested ideas and practices educators can share with students to support awareness of the topic and development of the skill. Strategies can be adopted/adapted as needed.

Develop leadership as an individual

☑ **Establish a mentorship relationship.** Find someone you look up to who can help coach you and whose leadership practices you can model your own after. A mentorship relationship can be a useful strategy for building competency in leadership.

☑ **Create an influencing plan.** An influencing plan is a series of steps which help to specify and define problems, actions and necessary resources to reach a defined goal. Putting the plan into writing, particularly when seeking buy-in from a group, is important.

☑ **Identify famous leaders and reflect on how they achieved success.** Like finding a mentor or role model, it is helpful to read about famous leaders. They are everywhere, in every field. Find elements of their leadership practice that you feel you can adopt or emulate to make you a better leader.

Develop leadership within a team

☑ **Identify your team members' strengths and adapt your leadership to these strengths.** Teamwork involves working with several individuals, each of whom has a unique skillset. Leadership involves identifying these unique skillsets and adapting one's approach to harness each member's skillset in appropriate situations.

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Leadership

Tips for course design and delivery

Ways educators can bring awareness of the topic and incorporate development of the skill into post-secondary course design and delivery.

☑ **Provide others with opportunities to take on leadership roles within team settings.** In some instances, other team members are passionate or highly proficient at the task at hand. In these cases, leadership involves stepping back and allowing others to lead the team, which helps accomplish the task and develop team cohesion.

☑ **Design assessments with collaborative components that require leadership skills.** Encourage students to identify their individual and collective strengths that facilitate effective leadership. Educators can also facilitate the team structure by assigning a specific role to each team member and rotating these roles.

☑ **When incorporating collaborative work in a course, share the different ways a student can lead individually and within the group.** Give students opportunities to take on these varied roles. Different leadership roles may be of interest to students who may feel they do not possess a traditional leadership style.

☑ **Provide examples of leadership inside and outside the classroom/academia to showcase effective leadership.** These examples can take the form of your own experiences from your career or other examples from clubs or extracurricular activities where students can relate.

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Leadership

Tips for course design and delivery

Ways educators can bring awareness of the topic and incorporate development of the skill into post-secondary course design and delivery.

☑ **Model your own leadership style throughout your course material and delivery.** Educators can inspire students to develop their own leadership style after watching their mentors in action.

Leadership

Activities to do with students

Downloadable activities with suggested guidelines that educators can do with students. Activities can be adopted/adapted as needed.

Activity: Great Leaders Reflection

Overview

This reflection activity asks students to identify a great leader in their subject or field and prompts them to consider details of their leadership. In small groups or as an independent writing reflection, students identify specific qualities of leadership and explain how these can be seen in the selected leader. Students can apply learning to their own leadership.

Review the Educator Activity Guide before getting started with this activity.

Time
☑ Under 20 minutes
☐ 20 minutes to 1 hour
☐ More than 1 hour
☐ Over several classes

Format
☐ Individual
☐ In pairs
☑ Small groups
☐ Large groups
☐ Whole class

Modality
☑ In person
☑ Online synchronous
☑ Online asynchronous

Resources
☑ Module notes
☑ Paper
☑ Pen/pencil
☑ Laptop/tablet

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Leadership

Instructions

1. Ask students to form small groups or place them into groups.

2. Have all groups identify a person related to your course/filed/discipline (e.g., thinker, expert, guest, fictional, historical) who embodies leadership as they understand it. You can also help direct students to identify leaders in your filed/discipline by providing names or by directing them to helpful sources.

3. Ask students to discuss and record their reasoning for how and why this person embodies leadership in relation to what leadership means to them.

4. After a specified amount of time for small group discussion, invite students to share their leader and reasons with the larger class.

5. Engage the class in a discussion that compares and contrasts the leaders and leadership styles.

6. *Optional*: Ask students to reflect on their own leadership qualities and have them think of the various ways they lead throughout their daily lives.

Variation(s)

- To broaden the discussion, ask students to share examples of leaders from their other courses or examples from their lives.

Leadership

Activities to do with students

Downloadable activities with suggested guidelines that educators can do with students. Activities can be adopted/adapted as needed.

Activity: Leadership Team Challenge

Overview

This is a team building exercise where students try to retrieve an object (e.g., tennis ball) without touching it and without standing closely to it to demonstrate the value of leadership. This activity, or a variation of it, can be used to build a sense of community among students and/or develop their knowledge of leadership.

Review the Educator Activity Guide before getting started with this activity.

Time
- ☐ Under 20 minutes
- ☑ 20 minutes to 1 hour
- ☐ More than 1 hour
- ☐ Over several classes

Format
- ☐ Individual
- ☐ In pairs
- ☑ Small groups
- ☐ Large groups
- ☐ Whole class

Modality
- ☑ In person
- ☐ Online synchronous
- ☐ Online asynchronous

Resources
- ☐ Module notes
- ☐ Paper
- ☐ Pen/pencil
- ☐ Laptop/tablet
- ☑ 16 ft. of masking tape,
- ☑ Tennis ball,
- ☑ Empty 500mL water bottle
- ☑ 20 ft of yarn/twine/heavy string,
- ☑ Large-width rubber band,
- ☑ Pair of scissors

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Leadership

Instructions

Note: When planning this activity, remember to ensure the setting/space is accessible for all learners. There are also other team challenge variations that can be used in place of this task to accomplish the same activity goals.

1. Divide the class into groups of four. Give each group the masking tape, a tennis ball, an empty water bottle, yarn/twine/heavy string, a large-width rubber band, and a pair of scissors.

2. Use the masking tape to mark off a four-foot square on the floor.

3. In the center of the square place the water bottle with the tennis ball balanced on top of it.

4. Instruct the students that their task is to use the remaining equipment (rubber band, twine, scissors) to remove the tennis ball from within the square without the ball touching the floor, without anyone touching the ball, without anyone stepping inside the square. Ask students to take turns in leading the group through this part of the activity. The suggested timeframe for this challenge is 20 to 30 minutes.

Note: There are many solutions to the challenge, but the ideal solution is to cut the twine into four or more even lengths. Tie each length of twine to the rubber band at relatively even intervals. Team members then act in unison to pull the lengths of twine, stretching the elastic so that it can be maneuvered over the tennis ball, lowered into place, and relaxed so that it fits snugly around the tennis ball. Together, the team can then use the lengths of twine to lift the tennis ball and carry outside of the square.

5. Engage students in a debrief/reflection of the activity. Ask each team member individually to write down:
   - What went well and what did they learn?
   - What didn't go well and what did they learn?
   - Did the team use trial and error, and what was the value of failing?
   - Who were the leaders in the group?
   - How were decisions made?
   - Were there any interpersonal or group dynamic issues?
   - What could the individual have done differently, if anything, to influence the outcome?
   - Were they successful?

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Leadership

Instructions *(continued)*

6. Follow up the individual reflection by asking the team members to provide feedback to each other on their participation. Ask them to consider:

   - Did the person offer ideas?
   - Did the person listen to others and build on their thoughts?
   - Did the person respectfully challenge ideas?
   - Did the person build consensus for their ideas?
   - Did the person remain positive?

7. *Optional*: Follow up the activity with a large class discussion. Some ideas to start a discussion can include:

   - Each group could be asked to summarize their experience.
   - What went well, what did not go well, and what did they learn?
   - How did leadership look?
   - How were leaders established?

Variation(s)

- Ask students to consider how they would approach a similar activity next time if they were the leader.
- Ask students to choose, as a team, one additional item that might have helped them with the challenge.

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Leadership

Activities to do with students

Downloadable activities with suggested guidelines that educators can do with students. Activities can be adopted/adapted as needed.

Activity: Leadership Role Play

Overview

These leadership prompts help to unpack the many forms of leadership and support students in understanding their personal leadership. In a group, students each adopt one of the leadership manifestations and contribute from that perspective. Broadening one's awareness of what leadership entails helps to develop these capacities in the individual.

Review the Educator Activity Guide before getting started with this activity.

Time
☐ Under 20 minutes
☑ 20 minutes to 1 hour
☐ More than 1 hour
☐ Over several classes

Format
☐ Individual
☐ In pairs
☑ Small groups
☐ Large groups
☐ Whole class

Modality
☑ In person
☑ Online synchronous
☐ Online asynchronous

Resources
☐ Module notes
☑ Paper
☑ Pen/pencil
☑ Laptop/tablet

Leadership

Instructions

1. Explain to the class that leadership has many manifestations, expressed partly in the statements below. Broadening one's awareness of what leadership entails helps to develop these capacities in the individual.

2. Ask students to review the following leadership statements (What is leadership?).
   - Collaboration is leadership.
   - Partnerships are leadership.
   - The ability to work well with others is leadership.
   - Reflecting on what you did, how you did it, how it made you feel and how to improve the same experience in the future is leadership.
   - Dealing with adversity is leadership.
   - Understanding that failure is normal is leadership.
   - Reframing setbacks as opportunities to lead and improve is leadership.
   - Resilience is leadership.
   - Being a mentor or coach is leadership.
   - Identifying your skillsets and the skillsets of others is leadership.
   - Adapting your approach to harness the skillsets of your team is leadership.
   - Recognizing passion and proficiency in others is leadership. Stepping back so they can lead is leadership.

3. Form or have students form small groups.

4. Ask students in the groups to each choose one of the leadership statements from the list above and consider why these statements are true of leadership and offer examples of what this looks like in practice. Students can either come up with hypothetical examples or reflect on previous experiences.

5. Follow up this activity by engaging students in a discussion or asking them to complete a personal written reflection about leadership and if/how their understanding of the topic has changed and how they will apply this information to future tasks.

Variation(s)

- Before students engage in a group or team project, have them each choose one of the leadership statements from the list above and describe two concrete ways that they will commit to fulfilling that role throughout the upcoming task.

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