

## Leaders in Residence 2012

Hello LIR Facilitators:

Thank you for your interest and enthusiasm in facilitating a section of the 2012 Leaders in Residence (LIR) program. I am excited that all of you are willing to take an interest in the students of Bowling Green State University to provide them with another opportunity for their growth and development.

*The Student Leadership Challenge* (Kouzes and Posner, 2008) will provide a backbone for the LIR program's content. It is preferred that you read the book before teaching the class, as the text is an excellent reference for leadership development and frankly all professionals. I have provided an overview in this notebook; however, the discussions and examples within the text will provide a more comprehensive overview and understanding of the material. Please let me know if you need a copy of the book.

I invite you to use the enclosed resources as a guideline; supplementing your section with additional resources from your leadership development experience is welcomed.

Please feel free to contact me with questions or requests for additional material. I have plenty of books, ideas, and handouts if you need something different!

Thank you again for your help! I hope this is a great experience for you!

Katie Hellmann  
Graduate Leadership Coordinator  
Office of Residence Life  
Math Science 470  
[khellma@bgsu.edu](mailto:khellma@bgsu.edu)  
419-372-6808

**Leaders in Residence 2012**  
***The Leadership Challenge Overview***  
**Adapted from Kouzes and Posner (2003) & UIFI (2002)**

**Leadership**

- *What are some of the essential components of leadership?*
- *Why is leadership important? Where will it take us?*

**Five Practices of Exemplary Leaders**

- The five practices are offered by James Kouzes and Barry Posner in their book, *The Leadership Challenge*.
- Presenter does a quick, yet thorough, introduction to the five practices. Stop at each practice to insure the group understands each one.

**Challenge the Process**

- *To search for opportunities.*
- *To experiment and take risks.*
- Leadership is the creation of a new way of life; do this by fostering change, taking risks and accepting responsibility for making it happen.
- Leadership is associated with change, turbulence, conflict, innovation; these challenges bring out the best in leaders.
- Leaders seek out challenges and challenges seek out leaders; don't always have to initiate change-may be handed to you.
- Must challenge the status quo (tradition) because any system will unconsciously conspire to maintain the status quo & prevent change; once useful routines (traditions) sap the vitality of an organization & cause it to atrophy; the critical issue is not routines or no routines, but which routines. Those few essential routines (traditions) that serve the key values of the organization should be worshipped; those that are excuses should be exposed for the injury they do to the welfare of the organization and its people.
- Challenging the process is NOT:
  - Just playing "Devil's Advocate" for the sake of doing it
  - Challenging someone's opinions or ideas just because they are different from yours or the norm

**Inspiring a Shared Vision**

- *To envision the future.*
- *To enlist the support of others.*
- When you inspire people, you breathe life into them.
- Visions in organizational life give focus to human energy, enable others to see more clearly what is ahead of them – it is a leader's responsibility to give focus to vision; leaders are possibility thinkers.
- Members may have a detailed job description, but lack information about the "big picture."
- Vision: ideal & unique image of common future, expresses our highest standards & values.
- Identify constituents – with whom do you want to share your vision/find out what they want.
- Effective communication is essential to sharing vision.

**Enabling Others to Act**

- *To foster collaboration.*

- *To strengthen others.*
- Use WE.
- The expectation of future interaction encourages people to cooperate in the present.
- Meaningful member participation has a positive impact on productivity; it is almost never negative or neutral.
- Provide people with power necessary to make a difference by making sure they have skills and knowledge needed to make good judgments, keeping people informed, developing personal relationships among the players, involving people in important decisions, and acknowledging people for contributions.
- When you strengthen others, your level of influence increases.
- When you go out of your way on behalf of others, you build up credit with them, credit that may be drawn upon when extraordinary efforts are required.

### **Modeling the Way**

- *To set an example.*
- *To plan small wins.*
- You cannot lead others where you wouldn't go yourself.
- In order to set example, leaders must know and live their values.
- Positions give authority but behavior earns respect; consistency between words and actions build leaders credibility.
- Modeling the way is how leaders make their vision tangible.
- Leaders provide standard by which other people in the organization calibrate their own choices & behaviors.
- We don't see values but we see values manifest themselves in "moments of truth."
- Most effective change processes are incremental – break down big problems into small doable steps and get a person to say yes numerous times.
- Small wins help get people committed because it makes it easy for them to take the first step.

### **Encouraging the Heart**

- *To recognize contributions.*
- *To celebrate accomplishments.*
- Reward performance that meets & exceeds the articulated standards.
- Recognition helps empower recipients by increasing their visibility.
- Say thank you.
- Leaders make people feel like winners.
- When leaders cheerlead they base their celebrations on three central principles – focusing on key values, making recognition publicly visible, and being personally involved.
- Celebration occurs to call attention to and reinforce key organization values.

### **Discussion**

- *What were some of the common themes between the practices?*
- *What connections can participants make between the practices?*
- *Will doing the practices be enough to be an effective leader? Why?*
- *What will they need to do in order to lead change?*
- *Which of the five practices is most important?*
  - *Presenter makes the point that they are all interconnected and equally valuable.*

- *The real value of the practices is the awareness of them all. Leadership is not about a one-person crusade or getting the credit for doing something great. It is about moving a group of people forward and engaging the community.*

## **Leaders in Residence 2012 Weekly Overview**

### **Week 1**

- Introductions – Instructors, Student Facilitators, & Participants
- Icebreakers & Get-To-Know-You Activities
- SPEAKER – discuss student leadership at BG
- *Leaders In Residence Overview*
- *Student Leadership Practices Inventory* – administer
- *Register for Leadership Academy*

### **Week 2**

- *Student Leadership Practices Inventory* – provide feedback and discuss
- *The Leadership Challenge Overview*
- PRACTICE 1 (choose an order of practices appropriate for your section)

### **Week 3**

- Interpret SLPI
- PRACTICE 2

### **Week 4**

- PRACTICE 3

### **Week 5**

- PRACTICE 4

### **Week 6**

- PRACTICE 5
- *Possible Leadership Presentation*

### **Week 7**

- Wrap up practices-review
- Reflection
- Social Time/Awards

\* Insert additional icebreakers and get-to-know-you activities as needed throughout LIR

## **Leaders in Residence 2012** **General Activities**

**Activity:** Leadership Challenge Overview

**Description:** To help students gain a better understanding of The Leadership Challenge, students will be given slips of paper that are descriptors of the five practices. Students will have to match the descriptor with the correct practice.

**Materials:** slips of paper with descriptions, sheets of paper for five practices, tape

**Process:**

1. Explain to students that they will be receiving pieces of paper with descriptors of the five practices
2. Hand out individual descriptors to each student, can give multiple descriptors to students if there are fewer students
3. Ask students to tape descriptors under the practice they feel is a match
4. Once students are finished go through each practice seeing if the descriptors match and ask the students to explain why they made the match

**Descriptors:**

### *Challenge the Process*

Search for opportunities  
Experiment and take risks  
Fostering change  
Change, turbulence, conflict, innovation  
Seek out challenges  
Challenge the status quo

### *Inspiring a Shared Vision*

Envision for the future  
Enlist the support of others  
Give focus to human energy, help others to see clearly  
Describe the “big picture”  
Standards and values  
Identifying who is important to the vision

### ***Enabling Others to Act***

Foster collaboration  
Strengthen others  
Use WE  
Meaningful member participation  
Strengthening others with the skills and knowledge to be successful  
Advocate for others

### ***Modeling the Way***

Set an example  
Plan small wins  
Practice what you preach  
Know and live your values  
Positions give authority but behavior earns respect  
Set the standard

### ***Encouraging the Heart***

Recognize contributions  
Celebrate accomplishments  
Reward performance that meets and exceeds standards  
Say thank you  
Make people feel like winners, be a cheerleader  
Reinforces key organization values

## Leaders in Residence 2012 General Activities

### Interpreting LPIs

#### Objectives of Presentation:

- To help students understand their strengths and areas of improvements within the Leadership Challenge
  - To understand the importance of ALL practices
  - To understand how practices interconnect and relate
- 

- Have students fill out assessment; transfer score of each question to corresponding number on back of assessment
- Have students add up the columns, circle the highest and lowest number (there could be 'ties' for some of the columns)
- Each column represents a practice, thus, the highest number equals the practice the student does *most often*

(Example below (replicates the back sheet of the assessment) )

1. ____	2. ____	3. ____	4. ____	5. ____
6. ____	7. ____	8. ____	9. ____	10. ____
11. ____	12. ____	13. ____	14. ____	15. ____
16. ____	17. ____	18. ____	19. ____	20. ____
21. ____	22. ____	23. ____	24. ____	25. ____
26. ____	27. ____	28. ____	29. ____	30. ____
<i>Model the Way</i>	<i>Inspiring a Shared Vision</i>	<i>Challenge the Process</i>	<i>Enable others to act</i>	<i>Encouraging the Heart</i>

- The column in which the student scores are lower is an area for improvement.
- For example, a person scoring high in column 1 and lower in column 5, "Challenges the Process" most often of the 5 practices. This same person does not "Encourage the Heart" **as often as** the other 5 practices

## **To process:**

### Questions to ask:

- Which column did you score the highest?
- Which did you score the lowest?
  - o Explain which column represents which practice
- Are you surprised by these results?
- Based on what you know right now about “Leadership Challenge” which practice did you think you would score the highest?
- What if a peer or a supervisor/advisor did this assessment for you? Would your scores match theirs? How do others perceive you?

### ***An activity often done with this presentation:***

- split large group up based on their strongest practice (i.e. Model the Way, Enable Others, etc)
- Give them scratch paper or a large post – it paper w/ marker
- Have them answer the following questions:
  - o What are five positive attributes about your practice?
  - o What is important to know about your practice?
  - o What would the world be like if EVERYONE was an (insert practice here, “modeler”, “encourager”, “inspirer” “enabler” or a “challenger)
  - o What would the world be like if NO ONE was an (insert practice again)
- Have groups share with class
- Ask questions that help guide students toward concluding:
  - o That one practice is not necessarily *better* than the other. Based on this theory, we need to be well rounded and exhibit ALL practices to be most effective as leaders
  - o Another way to look at this is: when on a “team” or working together in a student organization, staff, etc, there will be a variety of strengths – when all these practices come together on a team = more effective leadership
    - This is going along with the idea of “team leadership” and away from the idea that only one person can be the leader of a group
    - These last two concluding points just looks at this theory through 2 different lens; how the Leadership Challenge can improve personal leadership and team leadership
- LIR workshop series will help students to identify ways in which they can continue to grow in their stronger practices and learn new ways/ things to do to better exhibit those practices they do not do as often



# **Leaders in Residence 2012**

## **General Activities**

### **LIR Get to Know You Questions**

1. What is your full name and how did you get it?
2. Where and when were you born?
3. Do you have any siblings? What are/were they like?
4. What words and/or phrases do you use very frequently?
5. What do you have in your pockets?
6. Do you have any quirks, strange mannerisms, annoying habits, or other defining characteristics?
7. What is your earliest memory?
8. Where did you learn most of your skills and other abilities?
9. While growing up, did you have any role models? If so, describe them.
10. While growing up, how did you get along with the other members of your family?
11. As a child, what did you want to be when you grew up?
12. As a child, what were your favorite activities?
13. What do you consider the most important event of your life so far?
14. Who has had the most influence on you?
15. What do you consider your greatest achievement?
16. If you could change one thing from your past, what would it be, and why?
17. What is your best BG memory?
18. What is your worst memory?
19. Are you basically optimistic or pessimistic?
20. Do you believe in the existence of soul mates and/or true love?
21. What do you believe makes a successful life?
22. Who is the most important person in your life, and why?
23. Who is the person you respect the most, and why?
24. Who would you turn to if you were in desperate need of help?
25. Do you tend to argue with people, or avoid conflict?
26. Do you tend to take on leadership roles in social situations?
27. Do you like interacting with large groups of people? Why or why not?
28. What is/are your favorite hobbies and pastimes?
29. What is your most treasured possession?
30. What is your favorite color?
31. What is your favorite food?
32. What, if anything, do you like to read?
33. What is your idea of good entertainment (consider music, movies, art, etc.)?
34. What makes you laugh?
35. What would you do if you had insomnia and had to find something to do to amuse yourself?
36. How do you deal with stress?
37. Are you spontaneous, or do you always need to have a plan?
38. What are your pet peeves?
39. What is your greatest strength as a person?
40. Are you generally introverted or extroverted?
41. Are you generally organized or messy?

42. Name three things you consider yourself to be very good at.
43. Where do you see yourself in 5 years?
44. If you could choose, how would you want to die?
45. If you knew you were going to die in 24 hours, name three things you would do in the time you had left.
46. What is the one thing for which you would most like to be remembered after your death?
47. What three words best describe your personality?
48. What three words would others probably use to describe you?
49. What is your favorite spot on BG's campus?
50. What is your favorite movie?

# **Leaders in Residence 2012**

## **Challenge the Process**

Session Objectives/Outcomes:

- Students will be able to identify opportunities for change
- Students will be able to explore creative problem solving
- Students will be able to identify limiting factors to creativity and innovation
- Students will understand connection between experimentation and risk

### **Sample Session Outline**

- I. Opening activity-“Challenge the Process” gone wrong. Read enclosed article “Up a Creek without Enough Paddles.” Discuss the connection between creativity and developing positive change.
- II. Positive examples of “Challenge the Process” gone right. Risk, courage and leadership- Dead Poet’s Society or Apollo 13 movie clip
- III. Discuss Kouzes and Posner’s “Challenge the Process.” What are the roles of a leader in initiating and creating change? What conditions encourage change or risk taking? How do you create a climate that is ready for change?
- IV. Utilize activities to demonstrate how communication affects this principle.

**Possible Activities (See next page)**

# Leaders in Residence 2012

## **Challenge the Process**

### **Progressive Squares:**

Adapted from: NIC IMPACT Facilitator Manuel

Directions: Record answers to the following question:

What is different now about one of the student organizations you are currently involved in than when you joined? (If they don't have a student org, ask them to describe their residence hall floor)

Are participants surprised at the changes?

Are people surprised at the number of changes? Did they think there would be more or less?

Why have these changes occurred?

Who initiated the changes?

What are some of the changes that they might predict will happen in the future?

Refer participants to the Progressive Squares handout. Have them spend a few minutes imagining their student organization or floor during different time periods. They should write their responses in the corresponding blocks. They can fill in their blocks in any order they choose.

Do you believe that some sort of change is likely in the future?

What determined the course of the past?

What determined the course of the past and what will determine the course for the future?

What strategies can they take to work towards the ideal?

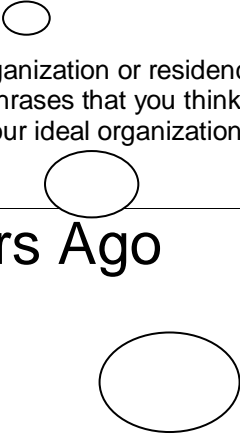
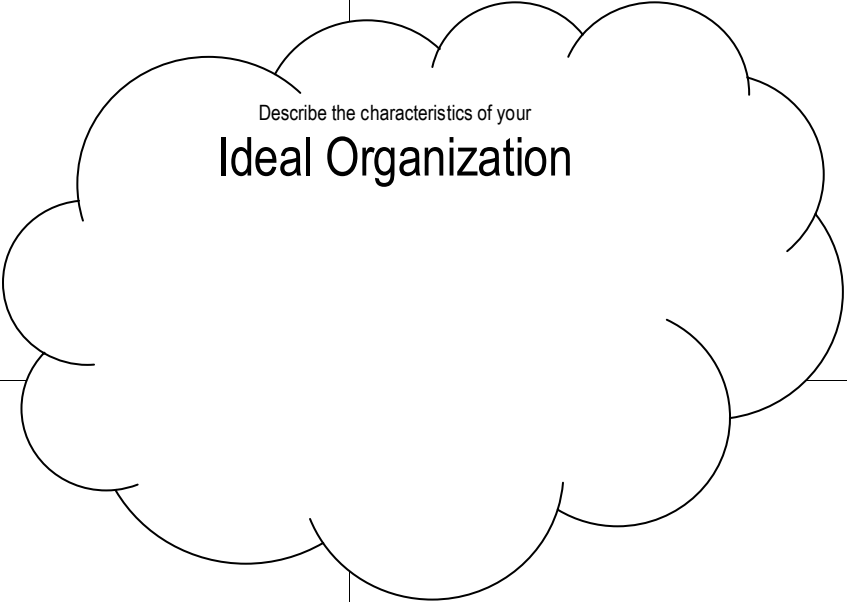
Who gets to determine the future path of this community/organization?

Who is responsible for leading the change process?

Who is responsible for the future of the organization?

# Progressive Squares

Think about your student organization or residence hall community during the following time periods. Write down the words and phrases that you think best characterize/describe the era in the appropriate boxes. Dream about what your ideal organization or community would look like.

<p><b>Five Years Ago</b></p> 	<p><b>One Year Ago</b></p>
<p>Describe the characteristics of your <b>Ideal Organization</b></p> 	
<p><b>Today</b></p>	<p><b>Five Years from Now</b></p>

## Instructions

### Person A

In this project, you are A. The project reporting structure is as follows: B reports to you; C, D and E report to B.

Each of you has been given five symbols, each of which is one of six familiar symbols. Your job is to find out which one of the six symbols is held in common. You must finish this job in 20 minutes. You may communicate with B only through the exchange of written notes. B may exchange notes with you. Persons C, D and E may exchange notes with B only. No other communication is permitted.

To elaborate:

- There are six unique symbols
- Each person has five of these six possible symbols
- There are four copies of five of the symbols
- There are five copies of one of the symbols
- You are to determine which symbol all five persons hold.
- Your symbols are as follows:

=            %            @            &            ?

## Instructions

### Person B

- A and B may exchange notes
- C, D and E may exchange notes with B only.
- No other communication is permitted
- You will find five symbols below. You may not show them to any other person
- If you have questions, raise your hand.

@            %            =            &            +

Instructions  
Person C

- A and B may exchange notes
- C, D and E may exchange notes with B only.
- No other communication is permitted
- You will find five symbols below. You may not show them to any other person
- If you have questions, raise your hand.

@      %      =      &      +

Instructions  
Person D

- A and B may exchange notes
- C, D and E may exchange notes with B only.
- No other communication is permitted
- You will find five symbols below. You may not show them to any other person
- If you have questions, raise your hand.

+      %      ?      =      &

Instructions  
Person E

- A and B may exchange notes
- C, D and E may exchange notes with B only.
- No other communication is permitted
- You will find five symbols below. You may not show them to any other person
- If you have questions, raise your hand.

%      ?      +      &      @

Instructions  
Observer

- You are to observe to see how your group reacts to the following:
  - Defining the problem
  - Action taken
  - Organization of the group
  - Communication
  - Identify Communication
  - Pressure
- Identity specific behavior that reflects these behaviors
- No other communication is permitted
- If you have any questions, raise your hand

Instructions  
Messenger

- Please move as rapidly as you can
- You must correctly deliver messages which are properly addressed, although messages can be delayed
- Do not deliver messages, if not properly addressed
- If you have any questions, raise your hand.

**All communication must be in writing, in a memo format**

**TO:**

**FROM:**

*If incorrectly addressed, the messengers can return it without saying anything, put it in their pocket, or throw it away. The point is that sometimes messages are given incorrectly, not addressed correctly, or given to the wrong person...and the end result is that they don't get "delivered."*



# **Leaders in Residence 2012**

## **Challenge the Process**

### **Spy Team Activity:**

Adapted from: NIC UIFI Facilitator Manuel

Materials needed:      Spy game blocks  
                                  Spy sheet identifiers

Prior to the start of session, facilitators should ensure that each team has a bag of 14 blocks. The bag should contain 13 blocks belonging to that team and one block from another team's bag. This extra block must be a necessary piece to the model. This information should not be revealed to participants until late in the large group processing.

Instructions to be read to participants:

In the next room is a model made of blocks. On each of the four sides of a block there is written a number, a minus sign, a plus sign, or an equal sign. The general shape of the model is depicted on the Spy Team Design Worksheet. The tops of the blocks are painted out since only the sides of each block matter.

Take the blocks allotted to your team and spread them out on the table so that no two blocks are touching. Verify that you have 14 blocks.

The task of the group is for each team to construct a duplicate model in the shortest time. You will have 30 minutes to complete the whole task. The duplicate model must be "exact," the shape must be the same, all numbers and signs must be in the correct positions.

The activity is divided into two parts. The first part is preparation. Take as much of the 30 minutes for preparation as you want, since preparation time will not count in the competition. During preparation, you may handle the blocks, but you may not remove them from the table or place them so that they are touching any other blocks. You may use the worksheets, but you may not remove the worksheets from the table.

Any team member (one at a time) may go to view the model, but may look at it from one side of the table only. You may look at the model for as long as you want and may return as often as you wish, but you are not permitted to see all sides of the model in any one viewing. You may not bring anything with you to view the model. Each time a team member goes to view the model, regardless of how long that person remains, 15 seconds will be charged to the team's construction time. Team members may view the model at any time during preparation or construction.

When your team feels ready to construct the model, notify your timekeeper and begin constructing. Your construction time will automatically start if two blocks are intentionally/deliberately placed so that they are touching. When you believe that your model is correct, notify the timekeeper, who will stop the timing and check your model for accuracy. If it is incorrect, you will be told that there is at least one mistake and your construction time resumes.

Finally as in real life, all team members do not always work for the same goals. Sometimes people do things to reach personal rather than team goals. They may work against team goals because of group friction, lack of trust, inability to get along with others, etc. There may be such a person in your group. We will call that person a "spy." It is possible that more than one spy may be in a group.

If you are a spy, you are to do everything in your power to hinder the efforts of your team, without letting anyone know that you are a spy. If someone on your team asks you directly if you are a spy, regardless of your true status, your only response should be "Do you think I'm a spy?" if a team member thinks you are a spy, he/she can accuse the person of spying and a team vote is held. Majority vote results in the spy being excluded from the remainder of the exercise and deliberations.

Review of instructions:

1. The group's goal is for each team to construct an identical model in the quickest time.
2. There may be one or more spies in a group
3. Members may view the model as many times as they wish; viewing only one side per visit. Each visit costs 15 seconds of construction time.
4. Construction time begins as soon as two blocks are deliberately/intentionally placed next to each other (touch) regardless of the group's intentions.
5. Members may write on their worksheets, but may not take the worksheets with them to view the model.
6. The exercise will continue for 30 minutes.

Timekeeping:

Timekeepers (facilitators) are to keep accurate record of the time used by the teams. It is important that the time be accurate. Use the following worksheet to calculate the construction time. At the end of the exercise, add up the construction time and trips to the model to find the total time in minutes and seconds.

1. Visits to the model: \_\_\_\_\_ x 15 seconds =
2. Construction time =
3. Total construction time [1+2] =

Processing:

Presenter calls time. Timekeepers quickly add up total construction time. Each group reports their time and whether or not the model was correctly completed.

How did it feel to participate in the activity? What dynamics emerged during the activity?

What did observers notice?

Who challenged the process? How?

Did the group work together?

Did the group accomplish their goal?

Was the best possible outcome achieved? Yes or no?

Did people discuss sharing blocks?

Was anyone challenged as a spy?

How did they feel?

How did the group feel when they thought there was a spy among them?

Presenters ask the actual spied to stand (there are no spies)

Seek reactions to new information

Are people frustrated that they had more pieces than necessary?

What about sharing? Did it come easily? Who resisted?

When did people realize they didn't start with all the pieces?

How does challenging the process involve others?

# **Leaders in Residence 2012**

## **Challenge the Process**

### **Up a Creek without Enough Paddles**

By Mr. Bob Gaines News & Record July 24, 2003  
Adapted by Dr. William K. James

A Japanese company and an American company, both of which manufactured canoes, decided to have a canoe race on the Missouri River to see which product was better. Both teams practiced hard and long to reach their peak performance before the race.

On the big day the Japanese won by a mile. Afterward, the American team became very discouraged and depressed, so management decided the reason for the crushing defeat had to be found.

A “management team” made up of senior managers was formed to investigate and recommend appropriate action. Their conclusion was that the Japanese had eight people rowing and one person steering, while the American team had eight people steering and one person rowing. American management then hired a consulting company at great expense, and the consulting firm also advised that too many people were steering and not enough were rowing.

To prevent losing to the Japanese again the next year, the management and labor structure was totally reorganized to the following: four senior steering supervisors, three associate vice steering superintendents and one assistant steering coordinator, as well as the single rower.

The management team was very proud of this new structure, which they had copied from the administration of a local public university. They also implemented a new performance system that would give the one person rowing the boat greater incentive to work harder. It was called the “rowing team quality first program,” with meetings, dinners and free pens and pencils for the rower.

“We must give the rower empowerment and enrichment through our Quality First Program,” said management.

The next year the Japanese won by two miles. Humiliated, the American management laid off the rower for poor performance, halted development of a new canoe, sold all the paddles, canceled all capital investments for new equipment, and reduced the work force by 50 percent. Then they distributed the money saved as bonuses to the senior executives and sold all their company stock before declaring bankruptcy.

American management is so creative.

*Dr. William James is Associate Professor and Graduate Coordinator in the Manufacturing Systems Department's School of Technology at North Carolina A&T University in Greensboro, NC. With a rich and varied background in Industrial Manufacturing Technology, Manufacturing Management, Creative Problem Solving, Technology Transfer and Quality Systems, Dr. James has been well-known for over 35 years for his unfailing commitment to excellence in education. Dr. James can be contacted at [wkjames@ncat.edu](mailto:wkjames@ncat.edu).*

**<http://www.theslc.org/cms/index.php?option=content&task=blogsection&id=12&Itemid=131>**

# **Leaders in Residence 2012**

## **Challenge the Process**

### Materials Needed

- University Newspaper (a few different days and different schools if possible)
- Local Newspaper (a few different days)
- National Newspaper (a few different days)
- Poster and Markers
- Worksheet (attached)

### Objective

To increase students' knowledge and ability to make change in an effective, professional and creative manner.

### Goal

To help guide students in using the information in their own organizations, residence halls, or extracurricular activities.

### Directions

- (1) Ask students to form groups of two-or three people and "assign" them a newspaper.
- (2) Students are to look through the newspaper for issues, concerns, or problems on the campus, in the city, or nation (international too!). There are to pick a concern and read the article.
- (3) Based on the information provided in the article, on their background knowledge, and their educational experiences, the group is asked to answer the following questions in regard to the problem:
  - a. What is the problem?
  - b. Who are the key players in the problem?
  - c. What more information is needed? What questions do you have about the problem?
  - d. Where or who can provide more information?
  - e. Who are the decision makers of the problem? Who would you recommend be apart of the final decision making process?
  - f. List out steps to solve the problem. Include information gathering, assessments – who would you survey, and special things to consider.
  - g. List options on how to solve the problem. Highlight your first choice and list the pros and cons to that option.

Use handout below to apply core values to understanding the question process.

- (4) Ask student groups to develop a poster for their action plan.

### Additional Versions:

- Ask students to search the internet for college newspapers and bring in their own issue.
- Ask students to search specifically for an example of challenge the process that has been completed...either positively or negatively.

# Leaders in Residence 2012

## Challenge the Process

### On Leadership:

It's hard to lead a Cavalry charge if you think you look funny on a horse.  
*Adlai Stevenson*

You do not lead by hitting people over the head – that's assault, not leadership.  
*Dwight D. Eisenhower*

“...I know it's hard when you're up to your armpits in alligators to remember you came here to drain the swamp.”  
*Ronald Reagan*

### On Change:

If the shoe doesn't fit, must we change the foot?  
*Gloria Steinem*

In his later years, Pablo Picasso was not allowed to roam an art gallery unattended, for he had previously been discovered in the act of trying to improve on one of his old masterpieces.  
*Unknown*

A fanatic is one who can't change his mind and won't change the subject.  
*Winston Churchill*

Consistency requires you to be as ignorant today as you were a year ago.  
*Bernard Berenson*

“When choosing between two evils, I always like to try the one I've never tried before.”  
*Mae West, American Actress*

“Every exit is an entry somewhere else.” *Tom Stoppard, British Dramatist*

“The way to get good ideas is to get lots of ideas and throw the bad ones away.”  
*Linus Pauling, American Chemist*

“The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy.” *Martin Luther King Jr., “Strength to Love”, 1963*

“Your passion is waiting for your courage to catch up.” *Marilyn Greist*

“Be who you are and say what you feel, because those who mind don't matter and those who matter don't mind.” *Dr. Seuss*

“Rarely do we find men who willingly engage in hard, solid thinking. There is an almost universal quest for easy answers and half-baked solutions. Nothing pains some people more than having to think.”  
*Martin Luther King Jr., “Strength to Love”, 1963*

“Success is often achieved by those who don't know that failure is inevitable.”  
*Coco Chanel*

“A ‘no’ uttered from the deepest conviction is better than a ‘yes’ merely uttered to please, or what is worse, to avoid trouble.  
*Mahatma Gandhi*”

“Perfectionism is the voice of the oppressor, the enemy of the people. It will keep you cramped and insane your whole life.”  
*Anne Lamott*

“You can’t depend on your eyes when your imagination is out of focus.”  
*Mark Twain*

“If you want to walk on water, you have to get out of the boat.”  
*John Ortberg*

“Do not confuse motion and progress. A rocking horse keeps moving but does not make any progress.”  
*Alfred A. Montapert*

“When you’re going through hell – just keep on going!”  
*Winston Churchill*

“Behold the turtle. He makes progress only when he sticks his neck out.”  
*James Bryant Conant*

“Far better it is to dare mighty things, to win glorious triumphs, even though checkered by failure, than to take rank with those poor spirits who neither enjoy much nor suffer much, because they live in the gray twilight that knows not victory nor defeat.”  
*Theodore Roosevelt – April 10, 1899*

“Fortune sides with he who dares.” *Virgil 70-19 B.C.*

“I’d rather attempt to do something great and fail than to attempt to do nothing and succeed.”  
*Robert Schuller*

“Opportunity’s favorite disguise is trouble.” *Frank Tyger*

“You can’t build a reputation on what you are going to do.” *Henry Ford*

“A smooth sea never made a skilled mariner.” *English Proverb*

“When one door of happiness closes, another opens; but often we look so long at the closed door that we do not see the one which has been opened for us.”  
*Helen Keller*

“I don’t believe in circumstances. The people who get on in this world are the people who get up and look for the circumstances they want.”  
*George Bernard Shaw*

“Do not use a hatchet to remove a fly from your friend’s forehead.”  
*Chinese Proverb*

“No victor believes in chance.”  
*Friedrich Nietzsche*

# **Leaders in Residence 2012**

## **Inspire a Shared Vision**

### Session Objectives:

- Students will be able to define vision
- Students will understand what it means to envision a future
- Students will demonstrate the importance of communication in sharing vision
- Students will understand the importance of being forward thinking

### Sample Session Outline

- I. Icebreaker – You will need the Change Management handout from pages 42 – 43 of ***Warming up the Crowd!*** By Dave Arch and Rich Meiss, Copyright 2000. You can also use the Leadership handouts from pages 40 – 41. Both activities are designed to help participants to view a situation from a fresh perspective in order to see it more clearly.
- II. Defining vision – utilizing the board and markers ask participants to come up with words and phrases that describe or define vision
- III. Ask Student to define the importance of vision as it relates to leadership. Briefly tie in some of Kouzes and Posner's thoughts on vision.
- IV. Move into activities to demonstrate vision. These activities can be done back to back saving debrief until later, or you may debrief each activity after it is completed.

### Possible Activities (see next page)

## **Leaders in Residence 2012**

# **Inspire a Shared Vision**

**Tangram Teaser 9 pages 88 -90 of *Warming Up the Crowd!*** By Dave Arch and Rich Meiss, Copyright 2000.

Divide the group into pairs (or small group depending upon the size of the group). Using the seven pieces from the tangram, ask each pair to make a particular item (i.e. a house, a plant, a bird, a sailboat)

The purpose of this activity is to demonstrate vision and how using the same materials and general guidance a group can arrive at the same end or many different ones.



# Leaders in Residence 2012 **Inspire a Shared Vision**

## **House of Cards**

**Objective:** To construct the tallest freestanding possible utilizing the materials provided.

**Goal:** To demonstrate the importance of communication in vision and goal attainment.

**Supplies:** Deck of cards, tape, paperclips

**Directions:** Divide the group into two groups. Select a leader from each group. Give each leader a set of written instructions.

### ***Instructions Group I:***

Direct your group in constructing the tallest structure that they can utilize the deck of cards, tape, and paperclips. You may use any method of communication necessary to communicate the message. However group members may only use nonverbal communication. You have 10 minutes to complete this activity

### ***Instructions Group II:***

Direct your group in constructing the tallest structure that they can utilize the deck of cards, tape, and paperclips. You may only answer “yes” or “no” questions directed to you by group members, however, group members may use any method of communication necessary to communicate amongst themselves. You have 10 minutes to complete this activity

After 5 minutes switch the leadership of the groups: Group I is now being directed by the Leader of Group II and Group II is now being directed by the Leader of Group I. Allow the groups to finish the remaining five minutes under new leadership. The group will inevitably look to the facilitator for answers or directions; remain silent until it is time to debrief the activity.

### **Questions:**

What were some of the barriers to obtaining the vision? How did it feel to be able to communicate the vision? To not communicate the vision? What happened when the leadership of the groups switched? What affect did this have on the group? How does this relate to organizations and leadership within organizations?

# Leaders in Residence 2012

## **Inspire a Shared Vision**

### Lost in Space

**Objective:** For the smaller groups to locate their group's designated ball and bring it back to the group.

**Goals:** To work together as smaller teams, to learn how to effectively communicate with their small groups in spite of noise and other barriers to communication, to problem solve.

**Materials:** 4- 6 Blindfolds, 4-6 different colored balls (exact amount depends on the size of the group), climbing rope.

**Directions:** Divide the large group into 4-6 smaller groups. Ask for a volunteer from each group. Blindfold the volunteers. Do this before setting up the activity so that they will not see the game or its object. Once the volunteers are blindfolded, take the climbing rope and arrange it into a large circle. Outside the circle, arrange the smaller groups so that they are equidistance apart around the circle. Inside the circle, randomly place the balls in the middle of the circle in generally the same area. Tell the group that they need to instruct their blindfolded person to retrieve their group's assigned ball from the circle. The group members cannot touch the blindfolded person. They can only issue verbal instructions from outside the boundaries of the circle. They need to get the blindfolded person to their ball and back to the proper place in the circle. The first group to complete the activity wins. Variation: Once groups have achieved the objective, they remain silent and watch as other groups complete the activity.

**Roles:** The participants should have all the information they need. Be sure that as a facilitator you have taught students about using safety measures while blindfolded. Namely using their hands (palms out, arms extended) as a way to make sure that they are not bumping into folks or objects.

**Process:** The process of finding the appropriate ball will be tedious, as each group will be yelling instructions simultaneously. It will take several minutes and much trial and error for the participants to figure out how best to communicate with their particular member.

**Questions:** What role did vision play in this activity? Was the vision adequately conveyed? Why or why not. How could it have been conveyed better? What challenges exist in your organization that limit communication of the team's vision?

# Leaders in Residence 2012

## **Inspire a Shared Vision**

### **Activity: Group Dynamics Role Play**

**Description:** To help students gain a better understanding of the practice of *Inspiring a Shared Vision*, students will assume different roles as members of a group. The students will “act out” their role in completing a puzzle.

**Materials:** slips of paper with description of role, puzzles (one for each group)

### **Process:**

1. Explain to students that they will be given a “role” to play as a member of a group. They will be responsible to acting like a person in that role.
2. Put students into groups of five. Give each member of the group a different role to play.
3. Give students a puzzle to complete and remind them to act in their role.
4. When all groups have completed or after groups have worked for 10-15 minutes, stop the groups and ask everyone to engage in a large group discussion.
5. Ask questions:
  - Was this an easy process? Why or why not?
  - Can you identify the roles?
  - Was it difficult to play a role? Why?
  - Did everyone work together? Was there a plan?
  - How did group members show support for members?
  - Did you complete the task?
  - Why did we do this?

### **Group Roles:**

**Leader-** helps the group work together to achieve the task at hand, encourages everyone to get involved, and gets the team to develop a plan

**Passive-** goes along with just about everything people say, doesn't voice opinion unless asked

**Overly Vocal-** has an idea about how the task should be completed and shares the idea, tells people what they think their roles should be, opinionated

**There is an I in team-** you know how this task needs to be completed and don't care about whom else is involved. You take charge to get the job done by yourself.

**Encourager-** you want to be supportive of the group, you compliment people for good ideas and are supportive of the group

## Leaders in Residence 2012

# **Inspire a Shared Vision**

### **Activity: Blue Sky**

**Description:** To help students gain a better understanding of the practice of *Inspiring a Shared Vision*, students will develop ideas for their ideal all-campus event. Students can think as big or small as they like, there are no restrictions, aka the “sky” is the limit.

**Materials:** post-it notes, markers or pens, large sheet of paper

### **Process:**

1. Give each student a set of post-it notes (around 20 each) and a pen
2. Post a large sheet of paper on a wall with “Blue Sky” written on top
3. Explain to students that they are going to write ideas for what would make the ideal all-campus program. Let them know they can write one idea on each post-it note. Let the students know that there are no restrictions on their ideas (don’t have to worry about money, resources, etc.)
4. Give the students as much time as they need to write down all the ideas they have and have them post the ideas on the large sheet of paper.
5. As a large group read the ideas and start to put the ideas into categories
6. Questions:
  - Did the group have similar ideas?
  - Are there common ideas (categories)?
  - Considering these ideas, what would be the group’s vision?
  - How could be make these things practical?
  - How did this process feel? Was it easy? Hard?
  - How can you apply this to the organizations you are in?

# **Leaders in Residence 2012**

## **Enabling Others to Act**

Session Objectives/Outcomes:

- Students will be able to identify strategies that foster collaboration
- Students will understand the importance of strengthening others
- Students will be able to identify strategies that highlight proper delegation
- Students will be able to identify strategies that influence others to complete a task

### **Sample Session Outline**

- I.** Icebreaker – Discussion Ball. Generate an extensive list of questions relative to the session objectives. Engage students in a sharing atmosphere on the value others have in completing group goals.
  - i.** Samples Questions
    1. What has been your worst experience with delegation?
    2. How do we motivate others to achieve a goal?
    3. What does it mean to collaborate?
    4. What does it mean to cooperate?
    5. Define a “perfect team”
- II.** Defining teamwork – utilizing the board and markers ask participants to come up with words and phrases that describe or define teamwork
  - i.** Highlight student responses focused on team members, motivation, and collaboration
- III.** Discuss the differences between empowerment and powerless – share examples of situations where empowerment and powerlessness have impact our leadership experience
- IV.** Move into activities that highlight *Enabling Others to Act*. These activities can be done back to back saving debrief until later, or you may debrief each activity after it is completed.

**Possible Activities (see other page)**

## Leaders in Residence 2012

# **Enabling Others to Act**

### **Teamwork – I think not!**

- (Instructions for this activity must be challenging and minimal. Use this lack of instruction as a focus for a discussion.)
- *To have the entire class complete a task.*
- Divide the class in half.
- Take one half outside the room (Team Leaders) and provide them with the task:
  - TASK: place the chairs in a square, have the Work team (the other half of the class) walk around the chair square, and sit inside the square.
  - The Team Leaders can only answer yes or no questions, cannot assist with the chair line up, and must always be touching the wall.
- Bring the Team Leaders in and instruct the Work team that the leaders have been given the task that you must complete.
- Discussion
  - How did feel to not have the vision?
  - How did you go about obtaining the vision?
    - What were some of the challenges and barriers to obtaining the vision?
  - How did it feel to not be able to communicate the vision?
  - Did you feel a sense of teamwork in completing the task?
  - What sources of motivation existed and was utilized?
  - Does this relate to organizations that you are currently a member of?
    - Are their times when you are unable to obtain to relay the organizational vision?

# **Leaders in Residence 2012**

## **Enabling Others to Act**

### **Up Chuck**<sup>1</sup>

**Type:** Active activity that can be done outside or inside (large room with high ceiling).

**Group Size:** Any group size, although if there are more than 20 or 30 people it could be difficult for the group to be successful.

**Equipment:** One ball or soft object that can be thrown and caught per person.

**Objective:** The objective is for everyone to throw their ball up in the air and catch a different ball without a single one touching the ground.

#### **Rules:**

1. Every person in the group has a ball.
2. Standing in a circle or cluster or however the group wants to arrange themselves, they must toss their ball up to a height of at least 10 feet and then attempt to catch a ball that they did not throw.
3. The number of balls that hit the ground is that group's negative score.
4. The goal is to get that score to zero.
5. Allow the group to work together to make this work. It will be pretty difficult and the group might need lots of time or multiple sessions to accomplish it.

#### **Variations:**

1. Have the group start with only one ball thrown and caught. Each time they successfully catch a ball, another is added for the next round until finally they drop one and then the whole thing starts over.
2. Once the group has accomplished this task, give some of them or all of them two balls and that is of course how many they have to catch.

Note the looks on the group's face when they finally throw up the balls and catch each and everyone and there is the dead silence of no objects hitting the ground is priceless. The sound gives it away every time.

---

<sup>1</sup> <http://www.geocities.com/initiativetasks/Initiative.htm>





# **Leaders in Residence 2012**

## **Model the Way**

Session Objectives/Outcomes:

- Students will be able to Identify and articulate their values
- Students will identify strategies to live their values
- Students will understand what it means to “set the example”

### **Sample Session Outline**

- I. *Show a movie:* Visual representations of people modeling the way around.
  - a. “Glory” - at the end, Matthew Broderick, a union general, leads the charge on a Confederate base – an atypical action of officers who usually hang behind their soldiers.
  - b. “Remembers the Titans” - The two lead football players overcome their differences and act as role models to the younger players, teaching them how to be a team, not a loose group of individuals. Several good scenes occur during the summer training camp.
  
- II. *Define Model the Way:* Ask students to work in pairs to create their own definitions. After, have students share and create a class definition. Talk about the connections to Kouzes and Posner’s practices
  
- III. *Tell a story:* tell the class of a personal story when you modeled the way. Have the students tell a story of a friend or colleague who has done something to live out his/her values and model the way for others.
  
- IV. *Facilitate Model the Way activities:* activities may be done back to back w/processing at the end, or, may be done one at a time w/processing after each.

**Possible Activities (see other page)**

## **Leaders in Residence 2012**

# **Model the Way**

### **Audio Clips**

*Objective:* To show students examples of great, famous leaders modeling the way for their constituents.

*Goal:* To enable students to see how modeling the way is manifested in words and actions, so they can begin to learn how to model the way in their personal lives.

*Directions* Attain audio clips f/ BGSU's audio library – burn to a CD in the library w/ the assistance of librarian.

*Suggestions:* Martin Luther King's "Letters from Birmingham" – tells constituents to be strong, and continues to lay out his vision for them so they can determine "the way" to reach that vision. In his "I have a Dream" speech, he models the way by expressing his beliefs and suggesting to those who desire equality to model their behaviors similar to his. He provides vivid examples.

### *Questions:*

- What did the speaker say that qualifies as modeling the way?
- Were you inspired to follow him/her based on the speech?
- What would you have said that is different and that conveys, in your opinion, modeling the way in a better sense than the original speaker?

## **Leaders in Residence 2012**

# **Model the Way**

### **Cross the Line**

*Objective:* To have students take ownership of past experiences in the presence of others

*Goal:* To encourage students to become comfortable expressing themselves

*Directions:* The participants form a large circle. The facilitator reads questions and asks participants to step forward and “cross the line” if they respond ‘yes’ to the question. Before a new question is asked, the participants step back to original position. By “crossing the line” students make personal claims and model, to others, who they are.

*Questions:*

- Did you feel comfortable taking ownership of past experiences? If not, at what point did you become uncomfortable?
- What is the link between revealing aspects of your past and present and modeling the way?

## **Leaders in Residence 2012**

# **Model the Way**

### **I Choose You!**

*Objective:* To have students learn about the life of a great leader and how he/she modeled the way.

*Goal:* To give students a chance to conduct research on a leader and learn how that leader modeled the way, influencing them to possibly adopt similar practices.

*Directions:* Have students choose they would consider a great leader. Tell the students they must share how that person modeled the way, but they can do it in any type of assignment they want. For instance, they can write a newspaper article about that person, create a photo book, write a poem about how that person modeled the way, etc.

### *Questions*

- Who is your leader?
- Why did you choose this person?
- What are significant aspects of his/her life?
- How did they model the way?
- What practices did they engage in to model the way to others?

## **Leaders in Residence 2012**

# **Model the Way**

### **Who Am I?**

*Objective:* To increase students' knowledge of influential people that have modeled the way and to foster discussion based on that information.

*Goal:* To help guide students in using the information gathered or the example given in their own organizations, residence halls, or extracurricular activities.

*Directions:* Students form a large circle and sit down. All students begin the activity with an index card on their back that has the name of an influential person that has modeled the way and a number. Packets of information are passed out to each person in the group.

**The packets will be numbered. The facilitator must match the number on the packet to the number on the index card. For example, index card reads: "Crazy Horse (2)". That individual would get the packet number two b/c the information about crazy horse wouldn't be included.**

Students will volunteer to enter the middle of the circle and let everyone in the group see the index card on their back. The student will then ask questions to try and figure out what name he/she has. People in the circle can give clues and hints and answer questions to help guide the person to the answer.

After everyone in the circle has guessed the name on their index card, begin a group discussion on how to implement the values and examples that were just discussed in the "circle" activity. Use a dry erase board to record the group's ideas and suggestions. Encourage your group to share these ideas with their organizations.



# **Leaders in Residence 2012**

## **Encourage the Heart**

### Session Objectives/Outcomes:

- Students will be able to effectively recognize others, both publicly and privately
- Students will develop practices on motivating and encouraging others
- Students will understand the importance of encouraging the heart

1. Take time to clarify the values that are important for you and your team to live by. Write down the answer to this question: "What are the values that I believe should guide my daily decisions and actions, and those of the people with whom I work and interact?" Share your values with your team and refer to them during your daily interactions and decision-making. You can also refer to these values in encouraging and motivating your teammates.

2. Pretend you are accepting an Academy Award for best male or female leader in a starring role. Write your acceptance speech giving praise to the many people who have contributed to your success. Be specific in explaining how different individuals have affected your life. Share this speech with people who are important to you.

3. Read the children's story *The Little Engine that Could*. Discuss the morals of this story and how they relate to our work on campus and in various student organizations. What does this story say about personal motivation, persistence, and the support of others?

4. **The Circle of Trust:** Have members of the group sit in a circle with their backs toward the center. Ask everyone to close their eyes. Depending on the size of the group, select 3 to 6 students to enter the center of the circle by touching them on the shoulder – everyone else's eyes should remain closed. You as the facilitator will then read a series of statements such as, "you inspire me," "you motivate me," "you are creative and original," etc., and for every statement the students in the center of the circle will touch a few of their classmates on the shoulder. After a few statements switch students so that by the end everyone has a chance to be in the center of the circle. It is a nice way to provide encouraging, semi-anonymous feedback. (*See back of binder for activity*)

5. Ask each student to share a time when they were encouraged during a difficult time, or when they encouraged someone else. Discuss how they felt and how relationships changed as a result of the encouragement. How can positive encouragement and motivation help others?

Many of these came from Kouzes and Posner (1999) *Encouraging the Heart: A Leader's Guide to Rewarding and Recognizing Others*.

# **Leaders in Residence 2012**

## **Encourage the Heart**

### **Encourage the Heart Activity**

***Everyone appreciates being acknowledged by others, either publicly or privately. It is always nice to know that someone is thinking about our efforts and accomplishments. This allows team members to share their appreciation for others in a creative way. It is all about recognition; something our world does not have enough of.***

### **Stones of Appreciation**

Supplies:

1 Brown Lunch bag per person

Lots of Colorful beads, stones etc.

Craft supplies (paint markers, puffy paint, glitter, etc.)

Pieces of paper with "Notes of Appreciation" written on the top

At the start of the school year we were all given a brown bag and told to personalize the bags however we would like. After we were done we put all of our bags on a table. The table also included a box full of colored stones (you could basically use anything small and colorful) and paper to be used for "Notes of Appreciation".

The point of the activity was to be a way to acknowledge the deeds of other members in a more private setting. We would write notes that thanked people for their actions, acknowledged one of their accomplishments or just to say that we were thinking about them. At the end of the session it was nice to see exactly how people felt about us. Sometimes people are not acknowledged and recognized for their abilities and their efforts, and this activity gives people the ability to brighten someone else's day.

\*If something similar to this activity needs to be done in a more permanent setting (one year or semester perhaps) you can easily use glass mason jars instead of brown bags.



# **Leaders in Residence 2012**

## **Closing Reflection**

Session Objectives/Outcomes:

- Students will review and articulate the five practices, and demonstrate how they relate to leadership
- Students will be able to reflect on their personal and leadership growth
- Students will have an opportunity to socialize and have fun
- Students will leave the class knowing how to continue developing their leadership

The format of this class is up to you although a good portion should be spent on reflection.

Be sure to reiterate that leadership is a journey, not a destination. The process of leadership is just as applicable whether one is sitting in a classroom, on an athletic field, or in a residence hall, chapter house, community service engagement, or the student senate.

Leadership is not passive, but active, thus they must continue to practice, practice, and practice. Because leadership is a skill, it can be improved with practice, and practice is essential to learning. Students should continue to seek opportunities to take on a leadership role.

Make sure students understand that it's okay to make mistakes. If they are not making mistakes, they are not learning; they are only doing what they already know how to do. Not everything a leader attempts to do is going to work out as intended. Always remember to ask, "What can I learn from this experience?"

### **Sample Reflection exercises:**

Have the class journal for 5 minutes and have them reflect on what they learned and how their definition and concept of leadership has changed

Have each student to bring in their favorite leadership quote and analyze how that relates to some or all of the leadership practices.

Have students create a picture or chart that shows all the leadership practices and how they believe relate to each other.

Have student imagine that its one year after the class ended. They overhear several people talking about their leadership. Ask students what are some of the things they would hope to hear them say.

Ask students to write an editorial for the BG News about what they think it takes for a student to be a leader on BGSU's campus. What advice would they give students wanting to be leaders based on their experiences?

Have students brainstorm ways the practices can be incorporated into their lives

Further Reflections to challenge students:

Start keeping a leadership notebook or diary. Take a few moments of quiet reflection each day and ask yourself, "How consistent were my actions and values today?" Note what you learned about yourself and from others, and what you can do more of or differently in the days ahead. There is no real substitute for learning by doing.

### **Sample Activities:**

#### Award Ceremony

Create personalized awards and hold a recognition ceremony complete with snacks and goodies. Everyone should receive a funny, personalized award that recognizes something specific that they have contributed during the course of the class.

Warm Kuzzies: *Objective-Peer reflection and recognition of LIR.*

*Goal:* To help students realize what they meant to their classmates during LIR. This reminder will 'encourage the heart' of participants and serve as a reminder of the experience they had.

*Directions:* Hand out copies of Warm Kuzzies, each with a student's name on it. (1 name per Warm Kuzzie). The warm kuzzies should be attached to these instructions. Place the Warm Kuzzies around the room and then ask each student to walk around and write something positive on each. This activity may take up to 25 minutes but the positive comments should last a lifetime.

Afterward, have each student share with the class a few of the comments on their Warm Kuzzie and what the comments meant to them. Remember this part of the activity is "Challenge by Choice". If someone doesn't want to participate they don't have to.

### **Celebration/Closing Activity/Evaluation**

I will also provide some money so you can purchase some treats for your class as a closing celebration. You can play games, socialize, hand out awards, or anything else you feel would be a good closing activity for your students. Please let me know two weeks ahead of time what you would like to purchase, most likely through dining services, and I can get that for you!

**Have students fill out an evaluation of the course and facilitators.**

## LIR Class #2 Model the Way Lesson Plan

- Introductions of new participants/Announcements/Reminders
- Icebreakers!
  - Man Overboard
  - Human Knot
  - Get to Know You Ball
- Go over class expectations/norms-
  - Brief discussion if there are things to add/remove
- Go over the SLP self-inventory
  - Hand out the overview of the theory
  - Call out a practice and ask who thinks that was their top practice to go to one side of the room, then reveal if they were right or not
  - Do this for each practice and facilitate discussion on why they thought that was their top practice or not
  - Pass out the results
  - Assign people to groups by their strongest practice
  - Small group discussions on their results
    - Are they surprised?
    - How do they show this leadership style?
    - What was their weakest practice? Why?
- Show clip from “Remember the Titans” about attitude reflecting leadership
  - Short discussion on how team members Modeled the Way
- “I Have a Dream” Speech activity
  - Have each participant individually read the speech
  - Break into small groups and answer the following questions
    - What did MLK say that qualifies as being someone who models the way?
    - What images did he use to attempt to get people to model his way towards equality?
    - Were you inspired to follow him based on his speech?
    - What would you have said different that conveys modeling the way in a different sense than MLK?
  - Concentric Circle Sharing
    - Pair up students
    - One person faces out in a circle, the other faces in
    - The moderator asks the previous questions and each pair has to share with the person across from them what their group talked about
    - After each question, ask one circle to rotate to get new pairs
- Final Reflection Activity
  - Ask each person who’s top practice was “Model the Way” to come to the front
  - Open discussion/question & answer from the class and/or facilitators
  - Wrap-up with telling class that each practice will have this final activity

## LIR Class #3 Inspire a Shared Vision Lesson Plan

- Announcements/Reminders/Final Introductions (5 minutes)
- Icebreakers (20 minutes)
  - Man Overboard
  - Elbow-to-Elbow
- “I Have a Dream” speech review (15 minutes)
  - Have each participant individually review the speech
  - Concentric Circle Sharing
    - Pair up students
    - One person faces out in a circle, the other faces in
    - The moderator asks the previous questions and each pair has to share with the person across from them what their group talked about
    - After each question, ask one circle to rotate to get new pairs
- Defining Vision (10 minutes)
  - Pass out Kouzes & Posner’s definition of leaders who can inspire a shared vision
  - For each point, ask for an example from students of people in their life who have embodied that particular ideal
- Letters about Inspiring a Shared Vision activity
  - Divide the group into pairs to read the letters about inspiring a shared vision (10 minutes)
  - Ask them to pull out key portions of the letters that are most important/visionary
  - Bring students back to large group for discussion on key points (10 minutes)
- House of Cards activity (20 minutes)
  - See manual
- Lost in Space activity
  - See manual
- Ten Commitments of Leaders handout
- Inspiring a Shared Vision Tips and Pointers
- Final Reflection Activity
  - Ask each person who’s top practice was “Inspiring a Shared Vision” to come to the front
  - Open discussion/question & answer from the class and/or facilitators
  - Wrap-up with telling class that each practice will have this final activity

# 10 Commitments of Leadership

*Leadership is the art of mobilizing others to want to struggle for shared aspirations.*

## **Challenging the Process**

Search out challenging opportunities to change, grow, innovate, and improve.

Experiments, take risks, and learn from the accompanying mistakes.

## **Inspiring a Shared Vision**

Envision an uplifting and ennobling future.

Enlist others in a common vision by appealing to their values, interests, hopes, and dreams.

## **Enabling Others to Act**

Foster collaboration by promoting cooperative goals and building trust.

Strengthen people by giving power away, providing choice, and developing competence, assigning critical tasks, and offering visible support.

## **Modeling the Way**

Set the example by behaving in ways that are consistent with shared values.

Achieve small wins that promote consistent progress and build commitment.

## **Encouraging the Heart**

Recognize individual contributions to the success of every project.

Celebrate team accomplishments regularly.

# Defining Vision

*A true leader makes sure his or her vision is consistent with the vision of the team. The goal is a team goal, not just one person expecting others to “buy in.”*

Kouzes and Posner point out that:

- Leaders have a desire to make something happen
- They realize that people will not follow unless they accept the vision as their own
- They know their team members and how to communicate with them
- They recognize the needs and interests of team members
- They demonstrate enthusiasm for their vision, spread that enthusiasm to others

To establish a shared vision, you must first draw on the beliefs, mission and environment of your organization and be able to describe, in picture form, what you want to see as the future of the organization. Once that's done, the people in your organization must be enlisted to participate in the vision. That's done by clearly and sincerely communicating that picture of the vision in such a way that people in the organization can see themselves participating and sharing in that vision because there is a value to them. Then there's a shared sense of destiny.

# How to Improve Your Leadership Style in Each Area

## Challenging the Process

Leaders are pioneers – people who search out opportunities and step into the unknown. They are willing to take risks. They innovate and experiment. They treat mistakes as learning opportunities. Leaders also stay prepared – physically, mentally, and emotionally – to meet whatever challenges may confront them.

### *Strategies of People who Challenge the Process*

- Searching out challenging opportunities to change, grow, innovate, and improve.
- Experimenting, taking risks, and learning from the accompanying mistakes.

### *Suggestion for Improving in Challenge the Process*

- Hold a meeting with members and ask them what really annoys them about the organization.
- Commit to changing three of the most frequently mentioned items that are hindering success.
- Reward risk takers. Praise them. Give them prizes. Give them the opportunity to talk about their experiences and share the lessons they've learned. It's money in the bank.

## Inspiring a Shared Vision

Leaders spend considerable effort gazing across the horizon of time – imagining what kind of future they would like to create. Through enthusiasm and skillful communication, leaders enlist the emotions of others to share the vision. They show others how mutual interests can be met through commitment to a common purpose.

### *Strategies of People who Inspire a Shared Vision*

- Envisioning an uplifting and ennobling future
- Enlisting others in a common vision by appealing to their values, interests, hopes and dreams

### *Suggestions for Improving in Inspiring a Shared Vision*

- Envision yourself ten years from now. Write an article about how you've made a difference in the last decade – how you've contributed to your job, your organization, your family, and your community.
- Turn what you imagine about the future into a five- to ten-minute “vision speech” for your organization. Keep the written speech in your daily planner. Review it daily, revising and refining, as you feel moved to do so.

## **Enabling Others to Act**

Leaders gain the support and assistance of all those who must make the project work or who must live with the results. They stress cooperative goals and build relationships of mutual trust. Leaders make others feel important, strong, and influential.

### *Strategies of People who Enable Others to Act*

- Fostering collaboration by promoting cooperative goals and building trust.
- Strengthens people by giving power away, providing choice, and developing competence, assigning critical tasks, and offering visible support.

### *Suggestions for Improving in Enabling Others to Act*

- Find ways to increase interactions among people who need to work more effectively together. Teamwork and trust can only be built when people interact informally as well as formally.
- For the next two weeks, commit to replacing the word “I” with “we.” As a leader you can do the job alone; extraordinary things are accomplished as a result of group efforts, not individual efforts. “We” is an inclusive word that signals a commitment to teamwork and sharing. Use it liberally.

## **Modeling the Way**

Leaders are clear about their business values and beliefs. They keep projects on course by behaving in a way that is consistent with these values – by modeling how they expect others to behave.

Leaders also make it easier for others to achieve goals by focusing on key priorities and breaking down big projects into achievable steps.

### *Strategies of People who Model the Way*

Setting the example by behaving in ways that are consistent with shared values.

Achieving small “wins” that promote consistent progress and build commitment.

### *Suggestions for Improving in Modeling the Way*

- Clarify your personal credo – the values or principles that you believe should guide your part of the organization. Make sure that you communicate your credo orally and in writing to your key constituents. Post it prominently for everyone to see.
- Keep track of how you spend your time. Check to see whether your actions are consistent with your team’s values. If you find inconsistency, figure out what you need to do to align your actions with the values.
- Set goals that are achievable. Tell people what the key milestones are so that they can easily see their progress

## **Encouraging the Heart**

Leaders must give encouragement and recognition if people who are to persist, especially when the climb is steep and arduous. To continue to pursue the vision, people need heart.



*Strategies of People who Encourage the Heart*

- Recognizing individual contributions to the success of every project.
- Celebrating team accomplishments regularly

*Suggestions for Improving Encouraging the Heart*

- Tell a public story about a person in your organization who went above and beyond the call of duty.
- Say “thank you” when you appreciate something that someone has done.

# Leadership through Inspiring a Shared Vision

- Leaders can see what others have not yet seen. Leaders see beyond the normal, the ordinary, and the expected. They gaze across time and imagine the greater things that can lie ahead.
- Vision is about possibility, and not probability. Probabilities will likely happen if the present merely continues into the future, whereas possibilities need not be. But to a visionary leader, who imagines beyond the limitations and constraints that intimidate the hearts and minds of most, anything is possible!
- All new ventures begin with possibility thinking; and the clarity and force of this vision will sustain the leader through the rejection, failure and disappointment that inevitably accompany any truly new initiative.
- A leader's vision acts as an organization's magnetic north. It attracts human energy. It invites and draws others to participate sacrificially in the mission. The leader's vision is what focuses the energy of the organization. Leaders see the possibilities of the future and then they share this vision with those they lead.
- Visions are conceptualizations, but they become real as leaders express them in concrete terms. Just as architects make drawings and engineers build models, leaders find ways of expressing their hopes for the future. Then the vision becomes like a lens that focuses unrefracted rays of light. The clearer the vision, the more compelling it is to all who follow.
- No matter how much involvement other people will have in shaping the vision, the leader must be able to articulate it clearly. He or she must keep the vision focused. To help them in internally clarifying, and then externally expressing their vision, leaders should:
- Determine the will of the organization. Each organization has very specific purposes for each member. What are they? Unless our vision is based in the will and purpose of the organization, it will come to nothing.
- The *member's* vision must become *our* vision.
- Think about their past. Reflecting on our past enhances our ability to be forward thinking. As we contemplate the events of our lives – both the mountains and the valleys – we can

identify our strengths and weaknesses, and the patterns and themes that have carried us to the present, and which form the foundation on which our future will be built.

- Test their assumptions. Our assumptions often blind us to new solutions and opportunities. We should ask others to help us "think outside of the box."
- Act on their intuition. Visions can begin somewhat vague and ill-defined. They can take time to shape themselves to the point of lucid articulation. So, instead of struggling with words on paper, we should do something to act on our intuition. Visions, like objects in the distance, become clearer as we move toward them.
- Write a short vision statement. A compelling vision must be shared in a few words. Vision statements should capture the essential purpose and nature of the new initiative.
- It is not enough for the leader to have a grand vision; his or her followers must "buy into" his or her dream. When properly communicated, an inspired vision will empower positive change by focusing the collective energy of all involved, and by building commitment and a willingness to take personal responsibility for the organization's success.
- *This process is not a monologue but a dialogue.* An effective leader does not merely impose his or her own personal dream, but he or she develops a shared sense of destiny.
- Even the most "on-fire" leaders cannot accomplish extraordinary things alone. To enlist others to rally around a common vision, leaders will:
- Identify their constituents. Leaders must first identify all those who have a stake in the outcome of what they envision. This will include all the members of their organization as well as administrators, students, and members of the community. Broad visions need broad support to be accomplished.
- Appeal to a common purpose. No matter how grand the vision is, if people don't see in it the possibility of realizing their own hopes and dreams, they won't follow. By knowing their constituents, leaders are able to fuse them together around a common purpose.
- Listen first – and often. Listening is one of the key characteristics of exemplary leaders. By taking time to listen, leaders can hear what their constituents want included in the vision, and thus build a truly shared destiny.
- Breathe life into the vision. By using vivid metaphors, stories, symbols and slogans, and by communicating with fire and enthusiasm, leaders make their intangible vision come alive so that others can see it, hear it, taste it and touch it.

- Speak positively. There is no room for tentativeness in a vision statement. The obstacles and difficulties should be addressed, but not dwelled on. Leaders must express to their followers that, together, they are well able to succeed and to "take the land"!
- Speak from the heart. The greatest inhibitor to enlisting others in a common vision is a lack of personal conviction. Others will never share a dream if the leader is not fully convinced of it himself. Leaders must genuinely believe in their own dream; then the vision will live and compel.

## LIR Class #4 Inspire a Shared Vision Lesson Plan

- Announcements/Reminders/Final Introductions (5 minutes)
- Team builders (20 minutes)
  - Human Knot MARCI
  - Team builder #2 STEVE
- Letters about Enabling Others to Act activity (20 minutes)
  - Divide the group into pairs to read the letters about inspiring a shared vision (10 minutes)
  - Ask them to pull out key portions of the letters that are most important/visionary
  - Bring students back to large group for discussion on key points (10 minutes)
- Discussion Ball Activity (10 minutes)
  - Toss the ball around from participant to participant. When they catch the ball, ask them which number their pointer finger on their right hand is touching or closest to. Ask them questions that correspond with the questions below.
    - 1-10      What has been your worst experience with delegation?
    - 11-20     How do we motivate others to achieve a goal?
    - 21-30     What does it mean to collaborate?
    - 31-40     What does to cooperate?
    - 41-50     Define a *perfect* team?
- Teamwork- I Think Not! Activity (20 minutes)
  - See LIR manual
- Enable Others to Act in Reality Activity (25 minutes)
  - Divide group into teams of two
  - Give each group an assignment on one way to enable another person to act
  - Give the participants 10 minutes to complete their activity
  - Process the challenges and successes of the activity
- Final Reflection Activity (15 minutes)
  - Ask each person who's top practice was "Enabling Others to Act" to come to the front
  - Open discussion/question & answer from the class and/or facilitators

## Leadership by Enabling Others to Act

*In organizations that rely on external power and control to make people perform, the constituents rarely achieve their best. The capacity of individuals and organizations to excel grows when the people do things because they want to, and not because they have to. When people are mere powerless pawns, they feel weak and insignificant. Empowered people, however, possess greater confidence, determination and effectiveness.*

### **Exemplary leaders accomplish great things by enabling others to take ownership of and responsibility for the organization's success.**

Leaders have a choice: they can hold onto their power and use it purely for selfish ends, or they can give their power away to others. Servant leaders who take the power that flows to them and connect it to others, become power generators from which their constituents draw strength. The five leadership essentials of sharing power with others are:

- a. Give power away. Paradoxically, leaders become more powerful when they give their own power away. Leadership power is not a fixed and limited sum to be hoarded and grudgingly divided up only when absolutely necessary. A leader's power is not reduced when he or she empowers others. Organizationally, power actually expands and multiplies when it is shared with others. When people have responsibility and genuine influence, their commitment to the organization and its success drastically increases. The key to unleashing an organization's potential to excel is putting the power in the hands of the people who perform the work. Thus leaders must trust and respect their constituents, and they must know their people well enough to empower them appropriately.
- b. Provide choices. Good leaders will enlarge their constituents' spheres of influence, and will provide them with greater decision-making authority and responsibility. They will remove or reduce unnecessary approval steps, eliminate as many rules as possible, increase people's flexibility regarding processes, support the exercise of independent judgment, encourage creative solutions to problems, define jobs more broadly (as projects, not tasks), provide the resources necessary for success, and support freedom of organizational communication (both vertically and horizontally).
- c. Develop competence. If people are to succeed in their new and increasing responsibilities, they need to develop their capacities. Leaders must invest in developing their people's skills and competencies.
- d. Assign critical tasks. People's increased sphere of influence ought to involve something relevant to the most pressing concerns and core issues of the organization. We do our best when our work is critical to success. Empowerment should be genuinely significant and not merely a token acquiescence to the latest management fad. Moreover, leaders should regularly inform their constituents regarding the organization's performance and the evolving challenges it faces.
- e. Offer visible support. It's who you know that counts. Leaders should assist their people in making connections and building strong relationships with others who can help them accomplish their tasks – both inside and outside the organization. Facilitating this networking is empowering. Also, by making visible heroes and heroines of others, a leader will increase those people's power as well as build a stronger bond between him/her and them.

Nothing truly great occurs without the active involvement and support of many people. Fulfilling the purpose of our organizations must be everyone's responsibility, and good leaders promote teamwork rather than competition as the road to success. Competition (which is trying to beat others) is vastly different in purpose from collaboration (which is trying to do well).

The relationships of the team members are the organization's key asset, and leaders must know how to nurture them. In building a strong team out of people with diverse and sometimes conflicting interests, leaders must develop cooperative goals, seek integrative solutions and build trusting relationships, through:

- a. Always saying "we." The leader's task is to help people reach mutual goals and not merely his own goals. Inclusive language will communicate the fact that goals are truly collaborative and not exploitative. This will lead to stable and committed relationships that are able to weather conflicts and difficulties.
- b. Sustaining ongoing interactions between team members. The leader must ensure that team members don't work in isolation from one another. Formal and informal meetings will help, as will sharing resources. Teams should be limited in size to a "knowable" number of people. Moreover, team members must be encouraged to work through their conflicts together rather than using the leader as a go-between.
- c. Focusing on gains, not losses. When dealing with problems, team members must be led to focus on their areas of agreement first, rather than their differences. Deliberately recognizing the alignment of everyone's goals is a powerful way to create a sense of mutuality. Furthermore, emphasizing the long-term nature of the team's goals will strengthen the vision and assist collaboration.
- d. Viewing differences as creative opportunities. In reality, differences can generate more alternatives – and thus new opportunities – than similarities do. The leader must ask lots of questions and listen closely to the needs, problems and ideas of the team members, to find solutions no-one has previously discovered.
- e. Trusting team members. Individuals who cannot trust others fail to become leaders. They end up either doing all the work themselves or supervising so closely they become overbearing and controlling. Moreover, their demonstration of lack of trust for others undermines others' trust in them. To build strong partnerships, leaders should involve the people closest to the work in planning and solving problems associated with it. Delegation builds broad ownership and establishes an atmosphere of trust.
- f. Going first. One cannot legislate true cooperation or trust. As the leader first shows a willingness to cooperate and to trust others, his/her example encourages others to do the same. Thus, leaders should be open and honest with others regarding their own limitations and mistakes, and should be liberal with information, resources, spontaneous (versus mechanical) affirmations, showing genuine interest, and giving a listening ear. They should also avoid talking negatively about other team members.

# LIR Class #5 Challenge the Process/Encourage the Heart Lesson Plan

- Announcements/Reminders/Final Introductions (5 minutes)
- Team builders (20 minutes)
  - Team builder #1
  - Team builder #2
- Letters activity (30 minutes)
  - Divide the group into pairs to read the letters about challenging the process and encouraging the heart (20 minutes)
  - Ask them to pull out key portions of the letters that are most important/visionary
  - Bring students back to large group for discussion on key points (10 minutes)
- Challenge the Process activity (30 minutes)
  - Mafia!
- Encourage the Heart activity “Tap Someone Who...” (10 minutes)
- Final Reflection Activity (15 minutes)
  - Ask each person who’s top practice was “Challenge the Process or Encourage the Heart” to come to the front
  - Open discussion/question & answer from the class and/or facilitators
- Evaluations/Wrap-Up (10 minutes)



## Reach Out and Touch Someone...

Space for participants to safely lie down on the floor.

Instructions: This exercise should be done with a group that has worked together for awhile as a way of affirming each member's contributions. The facilitator will instruct each of the participants to lie face down on the ground with eyes shut. Once everyone is comfortable the facilitator will tap 1-2 individuals to open their eyes and stand up. Once standing they will be instructed to tap (on the shoulder, arm or back) the individual that "the someone who..." statement most pertains to. Once the facilitator has read through several statements the tapped individuals will resume their positions lying on the floor with eyes closed and the next group will be tapped. This will continue until all members of the group have had the opportunity to reach out and touch someone.

Processing Questions:

1. How did this activity make you feel?
  2. How important is it to affirm the contributions of group members?
  3. How did you feel when someone touched you?
  4. At the beginning of this exercise you felt \_\_\_\_, now you feel \_\_\_\_?
  5. What are some other ways to affirm each other?
  6. What if any are some "someone" statements that you wished had been said?
- Would you like to recognize a few of those who you would have touched had that statement been read?

Reach Out and Touch ...

Someone who makes you laugh

- Someone you wish you knew better
- Someone who is a leader
- Someone you admire
- Someone who has taught you something important
- Someone who has shared a secret with you
- Someone who is a friend
- Someone you trust
- Someone you respect
- Someone who really lives out loud
- Someone who is a good listener
- Someone who has helped you when you need it most
- Someone who can really brighten your day
- Someone you can depend on
- Someone who really carries the team
- Someone who has made you try harder

- Someone who has inspired you
- Someone who is fun to be with
- Someone you have told a secret with
- Someone who has touched your life
- Someone who gives it their all
- Someone who has given you good advice
- Someone who is very special to you
- Someone who is very strong
- Someone who does a good job
- Someone who challenges you
- Someone who shows compassion
- Someone who you appreciate
- Someone you believe in
- Someone who has recently done something nice for you
- Someone with values that you admire
- Someone with a good sense of humor

- Someone with dreams and ability to make them happen
- Someone who is creative
- Someone with good ideas
- Someone reliable
- Someone who is patient
- Someone who is forgiving
- Someone who represents the group we

# Leaders in Residence Session 1: Introduction to Leadership

## Wednesday January 17th, 2007

### I. Introductions: (*Aliya and Irene*)

- 20 questions about Aliya and Irene (ask us anything you want)

### II. Class Introductions: (*Aliya and Irene*) (take roll and note additions or subtractions)

- tell us your name, major, hometown, where you live, year, and one thing that you are excited about with regard to class

### III. Overview of practices:

- Challenge the process and Inspiring a shared vision (*Aliya*)
- Enabling others to act, Model the way, Encourage the heart (*Irene*)

Give handout (green sheet)

### IV. Leadership Practices Inventory: (*Aliya*)

### V. Break:

VI. Process the Leadership Practices Inventory: (briefly give them an overview of what the scores mean) (*Aliya*)

### VII. Transition into Ice Breakers:

### VIII. License Plate/Name Plate Activity: (*Irene*)

Create a license plate that will serve as your nametag. Please put words, symbols, phrases, etc. that reflect you.

### IX. Concentration Game: (*Aliya*)

- Students will get to know each other through this game. They pass an object around the circle in a certain order. Before they toss the ball they say the person's name. As they get better, more objects are introduced into the circle and the game becomes more challenging.

### X. Celebrity: (*Aliya and Irene*) (this is a game of charades and Guesstures rolled into one)

- There will be two teams. Each person will write the name of a celebrity or famous figure on a sheet of paper, fold it up, and put it into a bag to be drawn out later (depending on the number of people, they may write more than one name). There are three rounds. In the first round the team sends one representative up. The person can use words, motions, phrases, etc. to describe the person on the paper without actually saying the name. When the team guesses, the same person draws again and again until the time runs out or there are no more people to guess. The teams get one point for each correct answer. After each team has gone in the first round. They proceed to the second round, follow the same directions as the first round, except they are only allowed to use one word to describe who is on the paper. In the third round, they follow the same directions only they cannot say anything at all. Each team will have 60 seconds in each round.

### XI. Reminders to the class:

- The closing banquet Feb 23<sup>rd</sup> in commons 5 p.m.-7 p.m. No class on Feb 21st

## **Leaders in Residence Session 2: Challenge the Process Wednesday** **January 24th, 2007**

- I. Check in: (*Aliya*)
- II. Draw Leadership: (*Aliya*) (Butcher paper or large sticky note paper and markers can be used for this activity)
  - Students will be divided up into groups. They are to use symbols, words and phrases to describe leadership. Have them present to the group what they think leadership is all about.
- III. Introduction of the Practice: (*Irene*)
- IV. Follow up questions and processing: (*Aliya*)
  - How do you see challenging the process being demonstrated in your organizations?
  - What can you do to challenge the process?
  - Can you think of any people in your life or throughout history that have challenged the process? Who are they and what did they do?
- V. Scenarios: (see attached sheet) (*Irene*)
- VI. Movie Clips and Processing: (*Irene*)

### **Movie description:**

Show movie clips that illustrate two examples of “challenge the process” practice: *The Terminal* and *Take the Lead*. The film, *Terminal*, has a good example of “challenging the process” with good intentions, although it may not be by the book. The film, *Take the Lead*, has a good illustration of challenging the process which usually involve being courageous, going against the odds, thinking outside of the box, and relating an innovative idea to others.

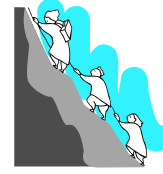
*The Terminal*: scene where Victor Navorski challenges the airport procedures regarding bringing medicine across the boarder. As Victor translates for an international passenger, he has compassion and tells the airport security that the medicine is for the passenger’s goat, so that the passenger can get the medicine to his dying father. After the incident, word gets around the airport and airport personnel perceive Victor as a hero. He was the one man who took a stand. (Scene18)

*Take the Lead*: scene where the ballroom instructor debates the value of teaching ballroom to a group of detention students at a Parent Teacher Meeting.

- VII. Wrap-up:



## Challenge the Process



Below are some real-life situations. Rather than telling you the outcome, let's work in groups of 4-5 and design a solution of our own.

### Directions:

Compile a small skit incorporating major points of the situation, as well as the following:

- If you were in this person's shoes, what would you do to "challenge the process"?
- What aspect(s) of the practice of challenging the process are highlighted in your "plan of action"?

### Scenario A:

Over the previous twenty years, employees had slipped in a mere two dozen or so ideas into the company's suggestion box. Not only was the procedure drawn out and intimidating but management had a reputation for implementing employee's ideas without giving them credit.

The organization's culture caused low morale among the employees. Employees felt that it was pointless to contribute ideas because either they ended up nowhere, or they were not included in the implementation process.

### Scenario B:

Luke Fennel has been in secondary education for over forty years. The difficulties Luke faced when he decided to become principal of Edison High School, a public school in Fairfax County, Virginia, were numerous and ran deep.

Among the challenges include lack of engagement among the employees and administrators, lack of school spirit, and insufficient time for planning the curriculum. The school, which was part of a large system of twenty-four high schools, had an obsolete scheduling process. The current scheduling process was consist of teacher's teaching five or six classes of 25-30 students per day in blocks of fifty minutes for planning. On an average, teachers taught 150 students a day with fifty minutes for planning.

### Scenario C:

Jean Campbell who is the CEO of Synergistic Systems, Inc., a computer based medical billing company, encountered a serious crisis. After a major earthquake rumbled through California's San Fernando Valley at 4:21 a.m. on Monday, Jan 17, 1994, she found her world shaken to its very foundation.

Jean made her way to SSI building located uncomfortably close to the hard-hit Northridge area. Her primary concerns were to keep the revenues flowing for her clients and to be operational within two weeks. She knew her employees will need money and didn't want anyone to go without a paycheck any longer than necessary.

Yet as she inspected the SSI facility – its ceiling collapsed on the floor, its twenty-eight-foot south wall pulled ten inches off the concrete base, its desks overturned, its files scattered, and its ceiling pipes leaking – she saw that she had a “no business business.”

#### **Scenario D:**

Allen Susser is the owner of Chef Allen's award-winning restaurant in North Miami Beach specializing in New Era cuisine. Susser wanted to introduce new menu items, as well as teach his staff the valuable details of the restaurant business.

Some of small but significant details of a restaurant include: keeping the facilities clean, making sure the plates are warm, maintaining quick service, and creating elegant food presentation. Rather than send his staff to a leadership seminar or holding another meeting, Susser looked for different methods to enable his staff to learn these valuable lessons.

## Leaders in Residence Session 3: Inspire a Shared Vision Wednesday January 31st, 2007

- I. Check-In: (*Aliya*)
  - Roses and Thorns
  - How have you demonstrated Leadership over the last week?
- II. Leadership Practices Inventory Feedback: (*Aliya*)
- III. Defining Vision: (*Irene*)
  - Come up with words and phrases that describe or define vision
  - Define the importance of vision as it relates to leadership
- IV. Explanation of the Practice: (*Irene*)
- V. Break:
- VI. Tower Activity: (*Irene and Aliya*)

Part 1. You will each be given marshmallows and spaghetti. Using these two items, build the tallest tower that you can in ten minutes. Please take five minutes to discuss your strategy with your group. Further instructions will follow when the construction of your tower begins.

Part 2. You will each be given marshmallows and spaghetti. Using these two items, build the tallest tower that you can in ten minutes. However, you are no longer allowed to talk about how to build the tower. You may use hand gestures, point, etc. but no talking.

### **Processing questions:**

- 1. Who if anyone took on a leadership role? How?
- 2. Would you have done anything differently?
- 3. What were some barriers to obtaining the vision?
- 4. How did it feel to be able to communicate the vision? To not communicate the vision?
- 5. How does this relate to organizations and leadership within organizations?

- VII. Lighthouse Activity: (*Aliya and Irene*)

### **Set-Up:**

1. Send all the students out of the classrooms
2. Place miscellaneous items on the floor in which students had to avoid (e.g., cards, candy, paper, plastic utensils, overturn chairs and tables, etc.)
3. Place larger items on the floor in which students had to obtain for their respective team (e.g., crown, headphones, or a stuff animal)

**Instructions:**

1. Depending on the size of the class, divide the class into smaller groups of 3-4 students. Have at least one student sit out and act as an observer.
2. Take time to debrief the team of students
3. Within the team of students, have each team designate one leader.
  - a. Invite the leaders into the classrooms.
  - b. The leader (lighthouse) is to stand on one of the desks in the corner of the classroom. From the desk, the leader is supposed to guide their teammate through the maze of objects and retrieve one of the larger items for their team. It is IMPORTANT that the leader make sure their teammate does not touch any of the miscellaneous objects which can result in loss of some body function (e.g., loss of left hand or left foot)
4. For the other teammates on the team, take one person from each team and blindfold them.
  - a. Lead the teammates from each team who are blindfolded back into the classroom. Make sure to remind the students of which of the leaders' voices they should be paying attention to.
  - b. Have the teammate who is blindfolded start near the leader (lighthouse). The leader is to have the their respective teammate go retrieve the item, bring the item back to the leader, and then take the blindfold off and go blindfold their next teammate.
5. Once everyone has gone, then process the experience as a group.

**Processing the Activity** (possible starting questions):

1. How did those who wore blindfold feel?
2. How did those who were the leaders (lighthouse) feel?
3. How does this relate to having a "shared vision"?
4. What are some practices/techniques did the observer(s) notice the leader used to inspire a shared vision to their teammate?
5. Was trust a factor in this activity? If so, explain.
6. In which way can this analogy of the lighthouse and the sailboat relate to working with a leader inspiring a shared vision among his/her student organization?

**VIII. Mr. Deeds and Rebound: (*Irene*)****Movie Description:**

Show two movie clips that illustrate an example of "inspire a shared vision" practice: *Mr. Deed* and *Rebound*. Attention to the scene in the film where Mr. Deed attempts to reclaim his uncle's billion-dollar business by giving the shareholders a heartfelt talk on having dreams that helps and bring out the best in people. In the film, *Rebound*, the coach attempts to get the star player to understand teamwork by challenging him in a game of one-on-one to pass the ball to his teammates.

**IX. Wrap up and reminders**



## Leaders in Residence Session 4: Enabling Others to Act Wednesday February 7th, 2007

### **I. Roses and Thorns: (Aliya)**

1.) R&T

2.) Give an example of a way that you have demonstrated either of the two practices we have learned (challenge the process and inspiring a shared vision).

### **II. Question Ball: (Aliya and Irene)**

Questions:

**1. How can I contribute to teamwork and trust?**

**2. Describe your best experience with delegation. (could be you delegating something or someone delegating something to you)**

**3. Explain why there is not "I" in Team**

**4. Describe a time when something a leader did or said made you feel personally empowered.**

**5. Describe a time when something a leader did or said made you feel weak, powerless, or insignificant.**

**6. How can I enable others to feel powerful and avoid diminishing their personal effectiveness?**

**7. What's your worst experience with delegation?**

**8. How do you motivate others to achieve a goal?**

**9. What does it mean to cooperate?**

**10. What does it mean to collaborate?**

**11. Define a perfect team.**

### **III. Explanation of Practice (Irene)**

### **IV. I Think Not: (Aliya)**

Divide the class in half. Take one half outside the room (Team Leaders) and provide them with the task:

TASK: place the chairs in a square, have the work team (the other half of the class) walk around the chair square, and sit inside the square.

The team leaders can only answer yes or no questions, cannot assist with the chair line up, and must always be touching the wall.

Bring the team leaders in and instruct the Work team that the leaders have been given the task that you must complete.

### **Processing questions:**

1. How did it feel to not have the vision?

2. How did you go about obtaining the vision?

3. What were some of the challenges and barriers to obtaining the vision?

4. How did it feel to not be able to communicate the vision?
5. Did you feel a sense of teamwork in completing the task?
6. What sources of motivation existed and were utilized?
7. Does this relate to organizations that you are currently a member of?
8. Are there times when you are unable to obtain a relay the organizational vision?

**V. Break:**

**VI. Tarp activity: (*Irene*)**

This is a team building activity. Students are to stand on a small tarp. With both feet on the tarp, they are to attempt to switch the tarp to the other side without getting off of the tarp.

**Processing questions:**

1. How did it feel to not be able to get off of the tarp?
2. Was there someone within the group that took on a leadership role?
3. Was there a vision that someone came up with that involved everyone?
4. Who initially thought that they would not be able to do it? Who felt like they could?
5. Is there anything that you would have done differently if you had the chance to do it again?

**VII. Human knot: (*Irene*)**

- Ask participants to form a circle, shoulder-to-shoulder. Encouraging/urging participants to all stand closer can be a subtle way of helping to prepare them for what is about to come.
- Ask participants to each place a hand in the middle of the circle and to grasp another hand.
- Then ask participants to put their other hand in the middle, grasp a different person's hand, and introduce themselves.
- Don't let participants let go of hands - some will be tempted to think the activity might then be over - but it is only just starting.
- Explain to participants that what you'd like them to do is untangle themselves, without letting go of hands, into a circle.

Participants may change their grip so as to more comfortable, but they are not to unclasp and re-clasp so as to undo the knot.

Stand back and see what happens.

**VIII. Videos (Major Payne and Lean on Me): (*Irene*)**

**Movie Description:**

Show movie clips that illustrate two extremes of the “enable others to act” practice through empowerment and powerlessness: *Major Payne* and *Lean on Me*

In the film, *Major Payne*, there is a scene of “powerlessness.” Attention to the scene when Major Payne first meets the junior cadets. He is impatient, arrogant, rude, and uncompassionate. He calls the cadet degrading names and denies a six-year-old boy bathroom privilege

In the film, *Lean On Me*, there is a scene of “empowerment.” Attention to the scene when the principal talks with the faculty members about the reading test results in the gym. He provides the faculty with a hands-on illustration of the test results and challenged them to take responsible for the failing students. Afterwards, there are scenes in which the teachers are engaging the students and the students in remedial tutoring are learning and making progress. (Scene 19 and part of Scene 20)

## Leaders in Residence Session 5: Model the Way February 14th, 2007

- I. Roses and Thorns: (*Aliya*)
  - How have you demonstrated one of the three practices (challenge the process, inspire a shared vision, enable others to act) throughout the week?
- II. Values Activity: (*Aliya*)
  - What values do you think that we have?
  - Please identify two things for each of us regarding what you think we value.
  - Place these in a bag and we will discuss them
- III. Explanation of practice: (*Irene*)
- IV. Cross the line: (*Aliya and Irene*)

### **Guidelines:**

**"In this exercise, we will be dealing with some sensitive issues. Before we begin, we ask that everyone agree to the following guidelines:**

- Honor confidentiality. Anything shared in this room stays within this group. You may discuss this experience with others at a later time, but you must omit any identifying characteristic when discussing other participants.
- Unconditionally respect yourself and others.
- No put-downs or hostile analysis. Avoid interpreting other people's experience.
- Give caring feedback.
- This exercise will include a dialogue, not a debate. There are no losers or winners in these exercises.
- Agree to disagree.
- Everyone has the right to pass.
- It is okay to express your emotions.
- No "rescuing."
- Take responsibility for you own learning - ask for what you need.

**"Are these guidelines acceptable to everyone?**

**Remember that you can participate as much or as little as you feel comfortable with. However, we do encourage you to take some risks with this exercise, because that is the best way for all of us to learn and grow.**

**I will be giving you a series of instructions during the first portion of this exercise. Please follow the instructions in complete silence, paying attention to who is with you and who is separated from you, noting the feelings that come up while performing this exercise.**

**You do not have to identify yourself as a member of a group that is called out if you do not wish to, but you should notice any feelings that come up about not identifying yourself. If you are not sure about which group you belong to, decide for yourself where it makes sense for you to go."**

## Questions:

**"Please step to the other side of the room if... [the category]. [Pause.] Notice who's standing with you. Notice who's not. [Pause.] Notice how you feel. [Pause.] Come back together again."**

1. One of your parents, or the people who raised you, were or are working-class and did manual labor, skilled or unskilled work, or pink-collar clerical or service work to make a living.
2. Neither of your parents, or the people who raised you, attended college (or received a college degree).
3. You have a visible or hidden physical disability or impairment.
4. You have ever been seriously or continually sick.
5. Someone in your family, or a close friend, is lesbian, gay, bisexual or transgender.
6. You or a member of your family has ever been labeled mentally ill.
7. You or a member of your family have ever been incarcerated or been in the juvenile justice system.
8. You are Atheist or Agnostic.
9. You or someone you know is adopted.
10. Your natural parents are divorced.
11. You have had one or more parents pass away.
12. You have experienced the effects of alcoholism or drugs in your family.
13. You have had a friend or relative commit suicide.
14. Your ancestors were forced to come to the USA not by choice.
15. Your primary ethnic identity is American.
16. You were ever called names because of your race, class, ethnicity, gender, or sexual orientation.
17. There were people of color who worked in your household as servants, gardeners, etc.
18. You were ever ashamed or embarrassed of your clothes, house, car, etc.
19. Your parents were professionals: doctors, lawyers, etc.
20. You were raised in an area where there was prostitution, drug activity, etc.
21. You ever tried to change your appearance, mannerisms, or behavior to avoid being judged or ridiculed.
22. You studied the culture of your ancestors in elementary school.
23. You went to school speaking a language other than English.
24. There were more than 50 books in your house when you grew up.
25. You ever had to skip a meal or were hungry because there was not enough money to buy food when you were growing up.
26. You were taken to art galleries or plays by your parents.
27. One of your parents was unemployed or laid off, not by choice.
28. You attended private school or summer camp.
29. Your family ever had to move because they could not afford the rent.
30. You were told that you were beautiful, smart and capable by your parents.
31. You were ever discouraged from academics or jobs because of race, class, ethnicity, gender or sexual orientation.
32. You were encouraged to attend college by your parents.
33. You were raised in a single parent household.
34. Your family owned the house where you grew up.
35. You saw members of your race, ethnic group, gender or sexual orientation portrayed on television in degrading roles.

36. You were ever offered a good job because of your association with a friend or family member.
37. You were ever denied employment because of your race, ethnicity, gender or sexual orientation.
38. You were paid less or treated unfairly because of race, ethnicity, gender or sexual orientation.
39. You were ever accused of cheating or lying because of your race, ethnicity, gender, or sexual orientation.
40. You will ever inherit money or property.
41. You had to rely primarily on public transportation.
42. You were ever stopped or questioned by the police because of your race, ethnicity, gender or sexual orientation.
43. You were ever afraid of violence because of your race, ethnicity, gender or sexual orientation.
44. You were generally able to avoid places that were dangerous.
45. You were ever uncomfortable about a joke related to your race, ethnicity, gender or sexual orientation but felt unsafe to confront the situation.
46. You were ever the victim of violence related to your race, ethnicity, gender or sexual orientation.
47. Your parents did not grow up in the United States.
48. Your parents told you, you could be anything you wanted to be.

### **Processing Questions:**

1. How did it feel to be in the group which had to walk across?
2. How did it feel to be in the main group and watch others cross?
3. Did you walk a little or a lot? How do you feel about that?
4. What surprised you during this exercise?
5. What have you learned from this experience?
6. What can you do with this information in the future?
7. Are there any identities that are not covered in this exercise?

### V. Break:

### VI. Newspaper activity: (*Aliya and Irene*)

- Modeling the way has to do with having values that are beneficial to provide examples for people to model after.
- Items needed: Newspaper, tape, crayons, paint, and markers.
- The participants will be divided into equal groups
- Students are to look through the newspaper and find stories that have to do with Justice, Education, Health, Peace, War, Laughter, Employment, Success, Money etc. When you are done looking for these, your group is to create a fashion line that you will display for your classmates. You are to only use the materials provided to you, the group should pick a couple of themes (i.e. bathing suits, armor, suits, gowns, etc.) Each participant must have an outfit to wear and then the groups will present their outfits in a fashion, catwalk, runway, type of situation. During your commentary, show us how your outfits and the stories that are included within them do or do not model the values of Justice, Education, Health, Peace, War, Laughter, Employment, Success, Money etc.
- Final comments: Although this is a fun activity to do, realize that people should be able to tell you what you value by being around you and the conversations that you have with them. Also, keep in mind that like your feelings, you wear your values on your sleeve so

although you may not want someone to think a certain way about you, you will be judged accordingly.

VII. Introduce encourage the heart: (*Irene*)

VIII. Warm fuzzies: (*Aliya*)

- In this activity, everyone writes/designs their name on a sheet of paper. The sheet of paper is passed around the room and each person is to write something positive about the individual, beginning at the bottom of the sheet of paper, and then fold it up (like a fan) and pass it to the next person.

IX. Gerry awards: (*Irene*)

- Each student will be given a plate and supplies. They will draw a name out of a hat and for that person they are to create an award that talks about something funny, positive, or a leadership quality that they have shown. When the students receive their awards, they are to give an acceptance speech regarding the award.