**Chapter 10: Leadership**

**Class Activities**

**Activity 1: WHAT IS LEADERSHIP?**

Objective: To help students understand the definition of leadership.

Activity: Have students individually think of and write down the names of 5 famous people. Then create an overall list on the board for the whole class to be able to see. Break students into small groups, and have each group decide which names on the list would be considered a “leader” by definition of the Levi 5e textbook.

Discussion: Was there consensus regarding who is considered a “leader?” What are the features of leadership?

**Activity 2: SUBSTITUTES FOR LEADERSHIP**

Objective: To discuss situations in which leadership is not necessary.

Activity: Have students form small (4-5 person) groups. Ask each group to come up with three group situations they have experienced in which was not a formal or informal leader.

Discussion: What were the characteristics of the situation (e.g., of members, the task, etc.)? Would having had a leader helped the group perform better or even worse? Why or why not?

**Activity 3: GENDER AND LEADERSHIP**

Objective: To engage students to realize their own gender-based stereotypes.

Activity: First, as students to imagine the prototypical “leader” – what this person would look like in their mind. After a minute, ask students to share adjectives to describe. Then home in on the most prevalent stereotypes shared by students (e.g., leader is a male, or leader is attractive, etc.). Usually, more students would picture a male.

Discussion: Engage class in discussion about how these stereotypes affect how we behave and act toward others. Focus especially on gender and leadership. Share with students research on gender and leadership. Ask students whether they think males or females would make better leaders in the traditional (hierarchical) versus the contemporary (team-based, flatter) organization. Remind students that either way, they are engaging in stereotypes.

**Activity 4: LEARNING ABOUT TEACHING AS LEADERSHIP**

Objective: To engage students in learning about characteristics of effective leaders.

Activity: From your class, choose a group of five students have them sit in a circle in the middle of the classroom. This group will discuss their “best and worst” teachers and “what makes a good teacher.” The rest of the class forms a larger circle around the group so they can observe and take notes on the conversation. The observers should be on the lookout for things that the members say that are related to 1) traits and 2) behaviors that make good or bad teachers. The class then forms new six-person groups to share their observations and create a definition of a good teacher based on the earlier discussions.

Discussion: Does the definition apply to some subjects more than others? Does it depend on who the students are?