

# Leadership Paradigms Standing Continuum

(Wagner & Ostick, pg. 3)

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**Objective** – To gather reactions to the emergent paradigm of leadership and initiate interest in the critical importance of the foundational principles.

**Delivery Style:** Guided Discussion

**Time Expected:**

- Activity: 15 Minutes

**Materials:**

- (Optional) Worksheet for Activity 1 on Page 3 of *An Introduction to Leadership*

**Directions:**

- Have students use worksheet to place the corresponding letter of each statement in the location that matches their beliefs about that statement.
- Generate discussion by asking students why they chose their place on the continuum.

**– Alternate Group Activity –**

- Create a continuum from *strongly agree* to *strongly disagree* in the room; you may use four corners of the room, or a single line. Read each statement and have students move or stand in place to show agreement or disagreement with each statement.
- General discussion by asking students why they chose their place on the continuum.

# Personal Visioning Reflection

(Wagner & Ostick, pg. 80-82)

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**\*\*Students should have already completed StrengthsQuest and know their signature strengths for this activity\*\***

**Objective** – Students will build a list of the benefits of self-awareness in relationship to leadership effectiveness.

**Delivery Style:** Guided Discussion

**Time Expected:**

- Activity: 15 Minutes (5-minute large-group list building, 10-minute individual reflection)

**Materials:**

- Board or flip chart and markers
- (Optional) Worksheet for Activity 1 on Page 3 of *An Introduction to Leadership*

**Directions:**

- Have students Identify their top five core values, write them with a brief personal definition of each. Optional values identification questions include: Why do you believe this value is important? How do you live into this value? How do you use this value to make decisions? How do you know that you are living into this value?
- Identify strengths from stories in the past. Think back to childhood when you spent the most time playing and reflect on the following questions:
  - What did you love to do?
  - What activities caused you to lose track of time?
  - What kinds of things did people ask for your help with?
  - Where did you feel a sense of mastery or curiosity?
- Have students imagine that it is five years from now. Ask, “What do you want to be able to say about your life?” Helpful reflection questions include: What do you see as the connection between the themes of your signature strengths and core values? What future do you want to be able to say you lived into? What do you want your friends to say about you? Your coworkers? Your community? Those who are marginalized? Your life partner?
- In a simple phrase, write a powerful statement that describes what you want to be.

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*Introductory Activity*

## Assessing Your Optimism

(*Student EQ Edge*, pg. 263)

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**Objective** – Students will complete the Life Orientation Test (Worksheet 17.3 from *The Student EQ Edge: Student Workbook*, page 182) to assess their relative levels of optimism and pessimism.

**Delivery Style:** Guided Discussion

**Time Expected:**

- Worksheet and Survey: 5 Minutes
- Reflection Questions: 10 Minutes
- In-Class Debrief: 5 Minutes

**Materials:**

- Worksheet 17.3 from *The Student EQ Edge: Student Workbook*
- Board or flip chart and markers

**Directions:**

- Assign Worksheet 17.3.
- You may need to explain the scoring directions to ensure accuracy.
- Discuss the reflection questions at the end of the work sheet. Focus the discussion on how we acquire a tendency to be optimistic or pessimistic from our family.

## **Laugh a little, Laugh a lot**

*(Student EQ Edge, pg. 277)*

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**Objective** – Students will watch YouTube clips of laughing infants and then reflect on the power of emotional contagion.

**Delivery Style:** Electronic & Visual

**Time Expected:**

- Worksheet and YouTube videos: 5-10 minutes
- Reflection Questions: 15 minutes
- In-Class Debrief: 10 minutes

**Materials:**

- Worksheet 18.2 from *The Student EQ Edge: Student Workbook*, page 193.
- Board or flip chart and markers
- Laptop/Projector/Internet connection

**Directions:**

- Access at least one of the YouTube clips listed on worksheet 18.2 and watch in class.
- See the reflection questions at the end of the worksheet and discuss as a group.
- Place a line down the middle of a flip chart or board. On one side, place the phrase “person who promotes positive contagion” and, on the other side, “person who promotes negative contagion.” Ask the students to generate possible consequences for the people who interact with the person promoting positive or negative contagion.

# The Pursuit of Happyness

(Student EQ Edge, pg. 283)

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**Objective** – Students will analyze different scenes from *The Pursuit of Happyness* and describe how Will Smith’s character demonstrated self-regard, self-actualization, interpersonal relationships, and optimism despite facing major challenges such as single parenting and homelessness.

**Delivery Style:** Electronic & Visual

**Time Expected:**

- Worksheet and YouTube videos: 20-25 minutes
- Reflection Questions: 10 minutes
- In-Class Debrief: 15 minutes

**Materials:**

- Worksheet 18.5 from *The Student EQ Edge: Student Workbook*, page 197.
- Board or flip chart and markers
- Laptop/Projector/Internet connection

**Directions:**

- Access the YouTube clips listed on worksheet 18.5 and watch in class.
- See the reflection questions at the end of the worksheet and discuss as a group.
- Debriefing Question:
  - o Which clip did you find most inspiring? Explain.

# You Don't Say

*(Institutik)*

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**Objective** – To gain an understanding of the messages we send nonverbally and to become aware of others' nonverbal messages.

**Delivery Style:** Interactive

**Time Expected:**

- 5-10 Minutes

**Materials:**

- You Don't Say Handout (The Big Book of Conflict Resolution Games, page 59)
- Table and chair for props

**Directions:**

- You can either have two participants act out the actions on the handout in front of a large group or divide everyone into pairs/groups around the room.
- One person should read the actions and the other should act them out. Follow with guided discussion questions:
  - o How powerful is nonverbal communication?
  - o Do we all interpret nonverbal messages in the same way? Why or why not? What is the "correct" interpretation?
  - o Based on this activity, what are some things we can keep in mind regarding the messages we send nonverbally?
  - o What are some nonverbal signals we may use in times of conflict that adversely affect resolution?
  - o What are some nonverbal signals that would indicate a willingness to work toward resolution and collaboration?

# I'm Listening

*(Institutik)*

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**Objective** – To understand what it takes to listen effectively and learn how to give appropriate feedback.

**Delivery Style:** Scenario

**Time Expected:**

- 15-20 minutes

**Materials:**

- I'm Listening handouts A and B (The Big Book of Conflict Resolution Games, page 65-66).

**Directions:**

- Divide group into pairs, one person in each pair will have Handout A, the other will have Handout B. Give them 1-2 minutes to read the directions and scripts before starting Scenario #1.
- After 2-3 minutes, have them start Scenario #2.
- After 2-3 minutes, bring pairs together to form small groups to discuss the following:
  - o When you were the talker, what feedback did you receive from your listener?
  - o How did you feel about that feedback?
  - o How did that feedback influence what you said?
  - o What are some appropriate listening and feedback strategies?
- After 5 minutes, have groups report back to the entire class.

# Conflict Close-Up

(Institutik)

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**Objective** – To understand our initial reactions to conflict and to consider how our reactions may influence the outcome of the conflict.

**Delivery Style:** Interactive

**Time Expected:**

- 5-10 minutes

**Materials:**

- None

**Directions:**

- Stand in the center of the room and announce the following to the group:  
*“I am conflict. Consider how you typically react when you experience a personal conflict. Position yourself, in relation to me, somewhere in the room in a way that conveys your initial response to a conflict. Pay attention to your body language as well as your distance from the conflict.”*
- Guided Discussion Questions:
  - What are some reasons you are standing where you are?
  - If where you are standing signifies your initial reaction, where might you stand after taking some time to think about the conflict?
  - What are some things that would cause you to move?
  - How might our reactions influence the course of the conflict?



## Let's Face It

*(Institutik)*

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**Objective** – To realize the importance of facial expressions in communication, illustrate the difference facial expressions and possible interpretations and to build awareness of others' emotions.

**Delivery Style:** Interactive

**Time Expected:**

- 10-20 minutes

**Materials:**

- Scrap paper, pens

**Directions:**

- Break group into small teams.
- Each person should write an emotion on a piece of scrap paper, fold it and put it into a hat, pile, etc.
- Team members, in turn, each take one of the folded slips and do their best to convey the emotion to the rest of the team (using facial expressions only). The other team members do their best to interpret the facial expression and emotion being enacted.
- Guided Discussion Questions:
  - o How significant are facial expressions in conveying our emotions?
  - o What are some situations in which facial expressions are crucial in communication and comprehension?
  - o What emotions are the easiest to comprehend? Why?
  - o What emotions are not easy to interpret? Why?
  - o What facial expressions are easiest to misinterpret?
  - o What effect do facial expressions have on our interactions with others?
  - o How aware are we of our facial expressions?
  - o How do facial expressions consciously or unconsciously impact our ability to resolve conflict?
  - o Given what we learned here, is it possible to better manage our nonverbal communication? How?

# The Wisdom of Crowds

(Wagner & Ostick, pg. 53)

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**Objective** – To illustrate the importance of working together as a group.

**Delivery Style:** Interactive

**Time Expected:** 20 minutes

**Materials:**

- Clear container, a determined number of small objects (See below).

**Directions:**

- Pass around a clear glass container full of a small, countable item (marbles, candy, etc.). You will know the total number of items in the container. Provide the following instructions:

*“When you receive the container, look it over quickly and record your best guess of the total number of \_\_\_\_\_ it holds on a scrap piece of paper. Do not share your guess with anyone and do not let anyone see what you have written. Keep your written guess folded on your desk until it is time to start this activity.”*

After all guesses are submitted, explain the research finding that groups will consistently make better decisions than the smartest person in the groups, as long as (1) the group is sufficiently diverse; (2) each individual in the group has a way to give input independently of others; and (3) there is an efficient way to aggregate the input. Example of this phenomenon - “poll the audience” choice in game shows in which contestants are able to seek help with difficult questions by polling the audience. This provides all three of the conditions previously listed and the right answer is received 91% of the time (61% accuracy of phoning a single expert at home). Each person in the group reads their guess aloud. As each student recites their guess, enter the number into a calculator and calculate the average after receiving all guesses. The average of the group should be closer to the actual number of items than the majority of individual guesses.

- **Guided Discussion Questions:**
  - **What does this activity suggest about what makes groups wise?**
  - **What does this activity suggest about the importance of each group member’s voice in the decision making process?**
  - **How can we apply this as a group here at Campus Rec?**

## Strengths Quest

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**Objective** – Employees complete a “StrengthsFinder” in order to discover their top five strengths or talent themes. This activity also includes action items for strengths development and tips in order for achieving success in specific areas.

**Delivery Style:** Guided Discussion

**Time Expected:**

- 30 minute self-assessment.
- Discussion intended to follow self-assessment (time varies)

**Materials:**

- Need to acquire StrengthsQuest access for employees.

**Directions:**

- See Shelby if interested in conducting StrengthsQuest for employees.

## Thumbball!

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**Objective** – To increase verbal communication among employees and actively engage students before or during a training/meeting.

**Delivery Style:** Interactive

**Time Expected:**

- 10-15 minutes (varies with size of group)

**Materials:**

- Thumbball (various themed thumbballs available)

**Directions:**

- Students form a circle and pass the thumbball to another student. Students read the cue that is under their thumb after catching the ball. If caught with two hands, students can pick between the two thumbs. Each student should catch the ball once prior to the session ending.

# Conflict Resolution

*(BreakthruInMarketing)*

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**Objective** – To provoke thought surrounding conflict management and how to properly respond while understanding all the factors at hand.

**Delivery Style:** Electronic & Visual

**Time Expected:**

- 10-15 minutes

**Materials:**

- Computer and internet connection for youtube link.

**Link:** <https://www.youtube.com/watch?v=KY5TWWz5ZDU>

**Directions:**

- Watch video through 2:45 minute mark.
- Discuss personal experience and how to overcome conflict barriers discussed in video.
- Do you agree with the concept of the video?
- What do you think are the biggest barriers that you face or will face when working with fellow staff members?
- How can staff members appropriately convey their “needs” as mentioned in the video?
- What steps can you take if you are unable to resolve a conflict or feel unsatisfied with the result of your resolution?
- What are realistic “unmet needs” that you may encounter and what are unrealistic “unmet needs” that you may encounter?

## **Blind Count Off**

*(SAGopedia)*

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**Objective** – To increase problem solving skills and enhance group dynamic.

**Delivery Style:** Interactive

**Time Expected:**

- 10-20 minutes

**Materials:**

- None

**Directions:**

1. Arrange group members in a circle.
2. Have group members turn around so that their back is facing the middle of the circle.
3. Tell group members to count as high as they possibly can out loud with only one person saying a number at a time.
4. There can be no planning and everyone must speak once before someone can say another number.
5. If two people say the same number at the same time or a number is said twice, the group must start over.

## **The Office – Episode 27 “Conflict Management”**

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**Objective** – Understand the benefits of interpersonal relationships, identify appropriate levels of self-disclosure, and develop interpersonal skills. Comedic relief.

**Delivery Style:** Electronic & Visual

**Time Expected:** 10-20 minutes

**Materials:** The Office, Season 2, Episode 21.

**Directions:**

- In this episode, employees discuss their relationship issues. Dwight and Jim continue to have a challenging relationship and Michael takes over resolution duties from HR.
- Discuss what works well and what does not work well during Dunder Mifflin’s conflict resolution session.
- Discuss instances of conflict experienced here within Campus Rec.
- How can this conflict be appropriately addressed and what steps need to be taken?
- Discuss the various levels of conflict.

## **7 Tips to Improve Time Management**

*(UVM OutReach)*

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**Objective** – Provoke thought surrounding organization and time management for student employees.

**Delivery Style:** Guided Discussion/Electronic & Visual

**Time Expected:** 10-20 minutes

**Materials:** 7 Tips to Improve Time Management

<https://learn.uvm.edu/blog-business/7-strategies-to-improve-time-management>

**Directions:**

- Visit the web link above
- Go through all 7 tips in discussion format with students (small group), have student supervisors lead small groups, or present with student leaders to entire large group.
- Ask for examples and strategies that students currently use that relate to each tip.
- Ask for personal experiences that other students can relate to.
- Have examples prepared that you can also provide if students struggle to come up with something.



# Introduction of Organization & Productivity Software

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**Objective** – Provide students with tips and resources for managing their busy schedules and variety of activities.

**Delivery Style:** Guided Discussion/Electronic & Visual

**Time Expected:** 10-20 minutes

**Materials:** UVM “Time Management Apps & Tools” guide.

- **Software:** Evernote, ifttt, any.do

**Directions:**

- Visit learn.uvm.edu and scroll to “Resources”.
- Click “Time Management Apps & tools.
- Enter information on right side of screen.
- Utilize the 6 Time Management Apps outlined in the guide and edit/amend with any personal apps you know of or use (ex. Wunderlist, etc.)

**\*\*Create a master list of apps and softwares with brief descriptions within this document.**

## **Stranded!**

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**Objective** – To increase group communication and promote teamwork.

**Delivery Style:** Scenario/Interactive

**Time Expected:**

- 10-15 minutes (varies with size of group)

**Materials:**

- Markers and flip chart paper.

**Directions:**

- Split employees into small groups (depending on size of your group). Provide employees with the scenario that they are lost at sea, stranded on an island, or lost in the woods. As a group, they must choose the 12 most useful items in order to survive until they are rescued. Each group must rank their choices. After a set time limit, groups will share their list of the 12 ranked items and provide rationale as needed. If desired, these items can be compared to an “expert” (not req. for the activity).
- Debrief Questions:
  - o How were decisions made?
  - o Who influenced the decisions and how?
  - o What roles did group members adopt?
  - o What situations at work/home/school do you think are similar to this exercise?