

Student Leadership



This packet includes...	Materials for teaching concepts of leadership and activities students can use when presenting WANY.
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Student Leadership Course

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Students in this course at the International Center studied concepts of leadership while preparing to present *We Are New York* to lower level students at University Settlement, a community-based organization. Here are a few sample activities students did when watching the show at the International Center, and that they used when presenting the WANY episodes to lower-level students at University Settlement:

Word Web Activity (“Love and Money” example)

1. Before watching the episode, students make a Word Web based on the words in the name of the episode “Love and Money.” In small groups (students form their own groups with surrounding classmates), they brainstorm words and ideas associated with the key words in the title. Students work in these small groups for about five minutes. Then, as a whole class, make a large Word Web on the board with everyone’s ideas. The whole activity takes about 15 minutes.

2. After showing the episode, students revisit their words from the Word Web to identify which words which words and ideas appeared in the episode. The class goes through the words and ideas, explaining the use of the words that did appear in the show, and eliminating those that didn’t. Students also identify any additional important vocabulary or topics related to the episode. Here is a list of topics the students identified in the episode (in their own words):

- Credit cards and fees
- Love is important, money is also important.
- Getting married
- Supporting your family
- Enjoying a nice life
- No money, no love
- Money can’t buy love
- Good friends
- Dating
- Opening an account
- Love is more important than money sometimes.
- Money is safe in the bank (FDIC)

The students are then asked to identify the four most important topics related to the episode. In my class, students chose these categories: types of account/comparing banks; getting a credit card; check-cashing businesses; language problems.

Pre-viewing Questions (“New Life Café” example)

Students discuss the following questions, first in small groups, then in whole-class discussion:

1. What are some common health problems people in New York have?
2. What do you do to stay healthy?
3. What are some healthy foods you eat?

When student leaders use this activity when presenting WANY to other students, they work in groups. One student leader facilitates a small-group discussion of these questions with three lower-level students.

After presenting the video, the student leaders discuss these and related questions with in the same small groups of learners. They ask the learners to make a list of the most important health-related words from the video. Here is a list of some of the words students mentioned:

- check up
- exercise
- sodium
- recipe
- diabetes
- high blood pressure
- glucose
- lab test
- smaller portions

Weddings in Different Countries

Directions: After watching "The Wedding," interview classmates and complete the following table.

Country	What do people wear? Men? Women?	What foods are served?	What kinds of gifts do people give?	How long is the ceremony or party	Is there any music (or other entertainment)? What type?

Reflection

After the student leaders present WANY, back in their own class, they discuss what went well and what they would do differently. To prompt their reflections, they answer these questions:

1. What were the strengths of the lesson? What activities and/or activities were especially good?
2. What would you change about this lesson? Was anything not clear or not appropriate?
3. How was the level of the activities? Could a beginner class do these activities?
4. Did you enjoy doing these activities? Why or why not?

Teaching Concepts of Leadership

As part of their preparation for presenting WANY to lower level students, my students studied concepts of leadership. In groups, students create a cluster graph with the word “leader” in the middle. Students brainstorm and list as many characteristics as they can in response to the word, and then share their ideas in whole group discussion.

Students complete the following sentence: *A good leader is...* From this, we made this list of leadership attributes:

organized	compassionate	realistic
motivated	friendly	sociable
responsible	respectful	alert
cooperative	has a sense of humor	dependable
trustworthy	legitimate	smart
confident	decisive	energetic
tolerant	honest	artistic
positive	able to think analytically	has high standards
curious	ambitious	

In another session, in small groups, students select from this list what they think are the ten most important characteristics of a leader. After working in small groups, they share their ideas with the whole class and, as a class, agree on ten characteristics. Students then read a handout called “Ten Basic Skills of Outstanding Leadership” (from <http://what-are-good-leadership-skills.com/example-leadership-skills.html>).

They compare and contrast the list from the reading with the class list. The reading and discussion is done in small groups first and then as a class.

Students also complete a “Leadership Styles Questionnaire” (from <http://www.nwlink.com/~Donclark/leader/matrix.html>).

The reading on the “Ten Basic Skills of Outstanding Leadership” and the “Leadership Styles Questionnaire” are on the pages that follow here...

HANDOUT- Leadership Styles Questionnaire

Questionnaire

Below is a list of statements about leadership behavior. Read each one carefully, then, using the following scale, decide the extent to which it actually applies to you. For best results, answer as truthfully as possible.

never	sometimes				always
0	1	2	3	4	5

1. _____ I encourage my team to participate when it comes decision making time and I try to implement their ideas and suggestions.
2. _____ Nothing is more important than accomplishing a goal or task.
3. _____ I closely monitor the schedule to ensure a task or project will be completed in time.
4. _____ I enjoy coaching people on new tasks and procedures.
5. _____ The more challenging a task is, the more I enjoy it.
6. _____ I encourage my fellow students/coworkers to be creative about their job.
7. _____ When seeing a complex task through to completion, I ensure that every detail is accounted for.
8. _____ I find it easy to carry out several complicated tasks at the same time.
9. _____ I enjoy reading articles, books, and journals about training, leadership, and psychology; and then putting what I have read into action.

10. _____ When correcting mistakes, I do not worry about jeopardizing relationships.
11. _____ I manage my time very efficiently.
12. _____ I enjoy explaining the intricacies and details of a complex task or project to my fellow students/coworkers.
13. _____ Breaking large projects into small manageable tasks is second nature to me.
14. _____ Nothing is more important than building a great team.
15. _____ I enjoy analyzing problems.
16. _____ I honor other people's boundaries.
17. _____ Counseling my fellow students/coworkers to improve their performance or behavior is second nature to me.
18. _____ I enjoy reading articles, books, and trade journals about my profession; and then implementing the new procedures I have learned.
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Scoring Section

After completing the Questionnaire, transfer your answers to the spaces below:

People

Task

Question

Question

1. _____

2. _____

4. _____

3. _____

6. _____

5. _____

9. _____

7. _____

10. _____

8. _____

12. _____

11. _____

14. _____

13. _____

16. _____

15. _____

17. _____

18. _____

TOTAL _____

TOTAL _____

X 0.2 = _____

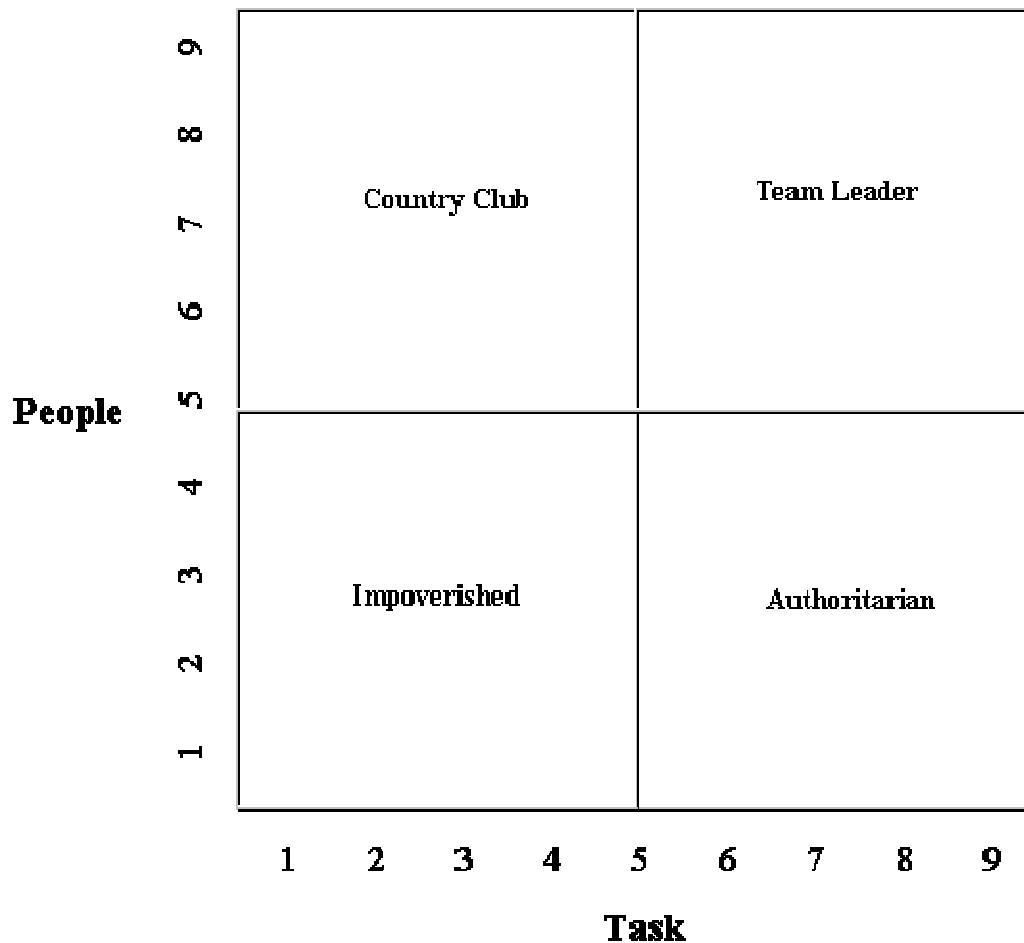
X 0.2 _____

(multiple the Total by 0.2 to get your final score)

(multiple the Total by 0.2 to get your final score)

Matrix Section

Plot your final scores on the graph below by drawing a horizontal line from the approximate people score (vertical axis) to the right of the matrix, and drawing a vertical line from the approximate task score on the horizontal axis to the top of the matrix. Then, draw two lines from each dot until they intersect. The area of intersection is the leadership dimension that you operate out of.



Authoritarian Leader (high task, low relationship)

People who get this rating are very much task oriented and are hard on their workers (autocratic). There is little or no allowance for cooperation or collaboration. Heavily task oriented people display these characteristics: they are very strong on schedules; they expect people to do what they are told without question or debate; when something goes wrong they tend to focus on who is to blame rather than concentrate on exactly what is wrong and how to prevent it; they are intolerant of what they see as dissent (it may just be someone's creativity), so it is difficult for their subordinates to contribute or develop.

Team Leader (high task, high relationship)

This type of person leads by positive example and endeavors to foster a team environment in which all team members can reach their highest potential, both as team members and as people. They encourage the team to reach team goals as effectively as possible, while also working tirelessly to strengthen the bonds among the various members. They normally form and lead some of the most productive teams.

Socially Oriented Leader (Country Club) (low task, high relationship)

This person predominantly uses rewards to maintain discipline and to encourage the team to accomplish its goals. Conversely, they are almost incapable of employing the more punitive coercive and legitimate powers. This inability results from fear that using such powers could jeopardize relationships with the other team members.

Detached (Impoverished) Leader (low task, low relationship)

A leader who uses a "delegate and disappear" management style. Since they are not committed to either task accomplishment or maintenance; they essentially allow their team to do whatever it wishes and prefer to detach themselves from the team process by allowing the team to suffer from a series of power struggles.

Taken from: <http://www.nwlink.com/~Donclark/leader/matrix.html>

HANDOUT- *Ten Basic Skills of an Outstanding Leader*

Ten Basic Skills of an Outstanding Leader:

- **Integrity**
 - **A clear vision/strategy**
 - **Good communication skills**
 - **Ability to develop relationships**
 - **Persuasiveness**
 - **Adaptability**
 - **Ability to work as a team**
 - **Dedication to coaching and personal development**
 - **Decision-making ability**
 - **Ability to plan**
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Explanation of the Leadership Skills List

Integrity

How deep are your convictions in the things you believe in? What do you believe in SO MUCH about your work that you will stand up to anyone about it? How much are you willing to compromise your important beliefs? To what extent do your behavior and the choices you make align with your guiding values and principles?

Vision/strategy

How often do you talk about the ways in which what you are doing in your area is related to the overall mission? Do you think and speak inspiringly about what the organization is doing and about the future of the organization?

Communication

How much and how willingly do you speak out and keep information flowing? Conversely, can you keep confidential information private? How often can and do you listen more than you speak in conversations with your employees? How would you assess your communication skills with each of your employees? How do you handle “bad news” when you receive it?

Relationships

What is the level of trust and respectful feelings you have with each of your employees? With each of your peers? How easy or difficult is it for you to initiate new relationships? Deepen existing relationships?

Persuasion

How persuasive and influential are you? Under what circumstances can you persuade others to your point of view? To what extent do people value your opinion and follow your lead?

Adaptability

To what degree can you relinquish rigidity? Control? When is it easy and when difficult for you to embrace change? How do you react when things don't go as planned?

Teamwork

To what extent do you value working cooperatively as part of a group? How do you promote teamwork among those you lead? In what ways do you work collaboratively with your peers? How do you handle team conflict?

Coaching and Development

How do you feel about developing others around you? How do you encourage, nurture, and build the capacity of those you lead? How easy or hard is it for you to set your needs aside and share control with others? Can/do you delegate well?

Decision-making

How comfortable are you with having to make the “final decision” on things? Do you have any tendency to decide too quickly without due consideration or, conversely, to gather data, analyze and ponder endlessly and be unable to decide? In what areas do you struggle with making firm decisions and standing up for what you believe?

Planning

How easy is it for you to put together plans for activities and projects, including contingency plans (what will happen IF...)? How easily are you able to focus your attention and stick to your