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Activities for Leadership Development



Welcome!

Take your students on a journey of leadership development with four audio resources – [Does Leadership Matter?](#), [The Evolution of Leadership Thought](#), [What a Leader Looks Like - Breaking the Mould](#), and [Self Leadership](#). Use the table below to select individual and group activities to support your students' understanding of each of the audio resources.

If you and your students would like to further explore Leadership Development with Dr Toby Newstead, please enquire by emailing us at tas.future.students@utas.edu.au

Activity	Page(s)	Type of activity	Duration	Audio resources			
				Does Leadership Matter?	Evolution of Leadership Thought	What a Leader Looks Like - Breaking the Mould	Self Leadership
Emotional intelligence	4 & 18-20	Individual	15-30 minutes				✓
Strength and growth virtues	5 & 21	Individual	10-30 minutes				✓
Draw your leader identity	6	Individual	20-40 minutes			✓	✓
Challenge perceptions	7 & 22	Individual	10-20 minutes		✓	✓	✓
What matters most?	8	Individual	10-20 minutes	✓	✓		✓
Get real	9	Individual	30-40 minutes	✓			✓
Leader drawing exercise	11	Group	50 minutes			✓	
Ruler exercise	12	Group	10-20 minutes	✓	✓		
Sharing strengths	13	Group	30 minutes			✓	✓
Worst boss	14	Group	30 minutes	✓		✓	
Who's in charge?	15	Group	45 minutes	✓	✓		
Doing the right thing	16	Group	45 minutes	✓		✓	✓

LEADERSHIP DEVELOPMENT

Activities for Individuals



Leadership Development: Individual activity

Emotional Intelligence

- Distribute Emotional Intelligence Self-Assessments (Appendix 1)
- If you/the class are unfamiliar with the concept of emotional intelligence, watch this video: <https://www.youtube.com/watch?v=Y7m9eNoB3NU>
- Give students time to complete.
- Reflect/share. Prompting questions:
 - How does your score resonate with your pre-existing self-concept?
 - How does your score inform how/where/what you might do to develop as a leader?
 - How does your score help you better understand your self/surroundings/study/work/others?

Activity overview

Activity type:
Individual

Duration:
15-30 minutes

Supporting audio file:

- Self Leadership

Leadership Development: Individual activity

Strength and Growth Virtues

- Handout the list of virtues (Appendix 2) to all students.
- Explain that virtues are inherently positive attributes of **character**, the “goodness part of us”. Virtues are learnable – we are first taught virtues, such as politeness, kindness, fairness, by our parents, and we continue to develop virtues (such as diligence, creativity, integrity) throughout our lives.
- Explain that everyone has the capacity to demonstrate and develop all these virtues – or characteristics...
 - a. But we are all at various stages of developing our practice of each virtue/characteristic
 - b. There is no ‘right’ or ‘wrong’ answers, this exercise is simply designed to help increase self-awareness
- Have them circle all those virtues/characteristics that they are strong in ...the come easily to them... that they can do or practice with relatively little effort.
- Then, have them Asterix those virtues/characteristics they have the most room to grow in – ‘Growth virtues’
- Have students reflect on how these ‘Strength’ and ‘Growth’ virtues might influence their leader identify / leadership practice – share
- Get students to identify one thing they can do to either:
 - Apply a ‘strength’ virtue in a new way OR
 - Practice and develop a ‘growth’ virtue.
- Share...

Activity overview

Activity type:
Individual

Duration:
10-30 minutes

Supporting audio file:

- Self Leadership

Leadership Development: Individual activity

Draw your Leader Identity

- Watch 'Drawing your Dreams into Reality' - <https://www.youtube.com/watch?v=gqJyBzMcD6M>
- Discuss / debrief:
 - Have students take 5-10 minutes to draw a brief depiction of the leader they are now
 - Focus students' attention / re-cap Patti's message about needing to 'see it' to 'believe it' (from video)...use their imagination. The Sky's the limit. No obstacle...then:
 - Have students take 5-10 minutes to draw leader they WANT TO BE...
 - Get students' attention – re-cap Patti's message about your brain's power to identify a way forward...have them look at their pictures...
 - Colour in the picture of the leader they want to be...then,
 - Empty their minds...close their eyes...see what comes to them...then,
 - Write down 1-3 bold actions / ways to move towards the kind of leader they want to be
 - Bring group together to share pictures and discuss – provide feedback/ask clarifying questions

Activity overview

Activity type:
Individual

Duration:
20-40 minutes

Supplies needed:

- Coloured pens
- Blank paper (no lines)

Supporting audio file:

- Self Leadership

Leadership Development: Individual activity

Challenge Perceptions

- Show students the image (Appendix 3 – black and white lady portrait)
- With NO TALKING have students write a few sentence answering the question, “What’s going on here?”
- Ask someone to share
- Get response from others in the class
- Did students see an old lady OR a young lady? What assumptions did they make?
- What implications does our tendency to make snap judgements / have differing perceptions have for leadership?
- How can you challenge or check your perceptions?

Activity overview

Activity type:
Individual

Duration:
10-20 minutes

Supporting audio file(s):

- Evolution of Leadership Thought
- What a Leader Looks Like - Breaking the Mould
- Self Leadership

Leadership Development: Individual activity

What Matters Most?

- Have students (individually) write down:
 - the last 5 Prime Ministers of Australia, then
 - 5 Australian Olympic Gold Medallists, and then
 - the 5 richest people in Australia.
- Then have students (individually) write down the names of 5 people who have shaped their lives... inspired them, helped them develop, changed the direction of their life...teachers, coaches, family members, friends, or colleagues.
- As a class, discuss – which list was easier to write? Why? What really matters? How does this relate to leadership?

Activity overview

Activity type:
Individual

Duration:
10-20 minutes

Supporting audio file:

- Does Leadership Matter?
- Evolution of Leadership Thought
- Self Leadership

Leadership Development: Individual activity

Get Real

Purpose: Students are able to explore their own values and what is most important to them. Through sharing, students are also able to see that others have different values.

- Prepare paper squares (see Activity Overview to the right for details) and give each student their 4 squares of each colour and have them arrange them in columns by colour (column of white, column of pink, column of blue, etc).
- Ask students to keep talking to a minimum and tell them they will be reflecting personally and professionally on their values and authentic self:
 - For the white squares, have students write down 4 material items/personal possessions (one item on each white square) that are most important to them.
 - For the pink squares, have students write down 4 people (one person on each pink square) that are most important to them.
 - For the blue squares, have students write down 4 memories (one memory on each blue square) that are most important to them.
 - On the green squares, have students write down 4 goals (one on each green square) that are important for their future.
- Take a minute to look over all their squares – think about good times, tough times, who you are, what these things say about you, where/who you want to be as a person...
 - Now: have students take 4 squares away – these things are no longer part of your life.
 - then take away 4 more
 - and, 4 more.
 - Students should be left with 4 squares.
 - What are you left with? What does this tell students about what they value most – about their authentic selves?
 - Debrief – share what/how students are comfortable to share

Activity overview

Activity type:
Individual

Duration:
30-40 minutes

Supplies needed:

- 4 colours of paper (white, pink, blue, green) – cut into squares, enough for all students to have 4 squares of each colour paper. Note: coloured post-it notes work well too! It doesn't matter what colours you use – as long as there are four colours.

Supporting audio file:

- Does Leadership Matter?
- Self Leadership

LEADERSHIP DEVELOPMENT

Activities for Groups



Leadership Development: Group activity

Leader Drawing Exercise

1. Individual reflection (10 minutes)

On your own, think about leaders in general. From your perspective: What characteristics do they have? What did they do (and what don't they do)?

2. Group discussion and drawing exercise (30 minutes each)

Interview each other: What did you find? Which points do you agree/disagree on?

Then, discuss the following points: What are other factors that impact on leaders' effectiveness? How, if at all, are your views about leaders rooted in culture? What are possible explanations for agreements/disagreements? (modifications depending on context)

In the group, make a drawing of your "leader".

3. Plenum presentation and discussion (5-10 minutes each)

Present and answer questions in class, one group at a time.

Discussion of following questions: What are similarities and differences between the drawings? What stands out for you? How effective would the leader of one group be in the context of another group? What is the role of followers in these drawings? (modifications depending on context)

Source: Schyns B, Kiefer T, Kerschreiter R, et al. (2011) Teaching implicit leadership theories to develop leaders and leadership: How and why it can make a difference. *Academy of Management Learning & Education* 10: 397-408.

Activity overview

Activity type:
Group

Duration:
Approx. 50 minutes

Supporting audio file:

- What a Leader Looks Like - Breaking the Mould

Leadership Development: Group activity

Ruler Exercise

- Have the group face each other with fingers out a shoulder height.
- Place a ruler/rolled paper tube/stick on their fingers and let them know they are all to retain contact with the stick.
- Then tell them to lower the stick to the ground *without holding it*. If they drop the stick, they must start again.
- Debrief with group:
 - Discuss key aspects of exercise (and leadership), i.e. direction, alignment, commitment, collective effort, communication, common goal.

Activity overview

Activity type:
Group

Duration:
10-20 minutes

Supporting audio file(s):

- Evolution of Leadership Thought
- What a Leader Looks Like - Breaking the Mould

Leadership Development: Group activity

Sharing Strengths

- Get into pairs
- Each person shares with their partner their top 3 strengths. The partner listens and clarifies to ensure understanding.
- They then swap (speaker's turn to listen, listener's turn to speak).
- Bring the group back together: each partner shares the top 3 strengths *of their partner* with the group (i.e. they are not sharing their own strengths, but rather explaining their partner's strengths).

Activity overview

Activity type:
Group

Duration:
30 minutes

Supporting audio file(s):

- Self Leadership
- What a Leader Looks Like - Breaking the Mould

Leadership Development: Group activity

Worst Boss

- Get into groups.
- Share stories/use phones to research, talk about the characteristics of 'bad boss/worst boss'.
- Talk about what could/should mitigate the negative influence of having the 'wrong people in the top jobs'...AND identify 3 lessons they will take with them...commit to doing (or not doing) in their own practice of leadership.

Activity overview

Activity type:
Group

Duration:
45 minutes

Supporting audio file(s):

- Does Leadership Matter?
- What a Leader Looks Like - Breaking the Mould

Leadership Development: Group activity

Who's in Charge?

- Break the class into groups of about 5-7 students.
- Each group has access to paper and tape.
- The challenge is to build the tallest tower possible – in a set timeframe (e.g. 10 minutes).
- Debrief:
 - What happens?
 - How does leadership emerge?
 - How do people work together (or not)?
 - Which team wins? Why?

Activity overview

Activity type:
Group

Duration:
45 minutes

Supplies needed:

- Paper and sticky tape – enough for all groups.

Supporting audio file(s):

- Does Leadership Matter?
- Evolution of Leadership Thought

Leadership Development: Group activity

Doing the Right Thing

- Break the class into groups of 3-5 students.
- Each group writes a sticky, tricky scenario...an ethical dilemma that has no easy answer (e.g. conflict of interest (hiring a friend vs hiring a stranger, giving better shifts to someone you like more, dealing with a conflict between employees, etc) .
- Next they swap scenarios – group 1 gives their scenario to group 2, group 2 gives to group 3, etc.
- Each group figures out how to resolve the ethical dilemma.
- Then each group shares their resolution with the class.
- Debrief:
 - What should the leader do? Why?
 - What is the lesson for leaders?

Activity overview

Activity type:
Group

Duration:
45 minutes

Supporting audio file(s):

- Does Leadership Matter?
- What a Leader Looks Like - Breaking the Mould
- Self Leadership

LEADERSHIP DEVELOPMENT

Appendices



Appendix 1

For Individual Activity: Emotional Intelligence Self-Assessment (see pages 19-20)

Self-Assessment: Emotional Intelligence

Indicate whether each of the following statements is true or false for you.

Self-Awareness

1. I am aware of how I feel and why.
2. I understand how my feelings affect my behavior and my performance.
3. I have a good idea of my personal strengths and weaknesses.
4. I analyze things that happen to me and reflect on what happened.
5. I am open to feedback from others.
6. I look for opportunities to learn more about myself.
7. I put my mistakes in perspective.
8. I maintain a sense of humor and can laugh about my mistakes.

Managing Emotions and Self-Regulation

9. I can stay calm in times of crisis.
10. I think clearly and stay focused when under pressure.
11. I show integrity in all my actions.
12. People can depend on my word.
13. I readily admit my mistakes.
14. I confront the unethical actions of others.
15. I stand for what I believe in.
16. I handle change well and stay the course.
17. I can be flexible when facing obstacles.

Self-Motivation

18. I set challenging goals.
19. I take reasonable and measured risks to achieve my goals.
20. I am results oriented.
21. I look for information on how to achieve my goals and improve my performance.
22. I go above and beyond what is simply required of me.
23. I am always looking for opportunities to do new things.
24. I maintain a positive attitude even when I face obstacles and setbacks.
25. I focus on success rather than failure.
26. I don't take failure personally or blame myself too much.

Empathy for Others

27. I pay attention to how others feel and react.
28. I can see someone else's point of view, even when I don't agree with them.
29. I am sensitive to other people.
30. I offer feedback and try to help others achieve their goals.
31. I recognize and reward others for their accomplishments.
32. I am available to coach and mentor people.
33. I respect people from varied backgrounds.
34. I relate well to people who are different from me.
35. I challenge intolerance, bias, and discrimination in others.

Social Skills

36. I am skilled at persuading others.
37. I can communicate clearly and effectively.
38. I am a good listener.
39. I can accept bad as well as good news.
40. I can share my vision with others and inspire them to follow my lead.
41. I lead by example.
42. I challenge the status quo when necessary.
43. I can handle difficult people tactfully.
44. I encourage open and professional discussion when there are disagreements.
45. I look for win-win solutions.
46. I build and maintain relationships with others.
47. I help maintain a positive climate at work.
48. I model team qualities such as respect, helpfulness, and cooperation.
49. I encourage participation from everyone when I work in teams.
50. I understand political forces that operate in organizations.

Scoring Key: For each of the 50 items, give yourself a "1" if you marked "true" and a "0" if you marked "false". Consider your total for each of the subscales and your overall total score:

Self-awareness	___	out of 8
Managing emotions and self-regulation	___	out of 9
Self-motivation	___	out of 9
Empathy for others	___	out of 9
Social skills	___	out of 15
Overall total	___	out of 50

Self-Assessment: Emotional Intelligence (continued)

Those with higher scores in each category, and overall, demonstrate more of the characteristics associated with high emotional intelligence.

Some things you can keep in mind as you focus on developing your EQ:

- Keep a journal to track your behavior and progress.
- Seek help from friends, coworkers, and mentors.
- Work on controlling your temper and your moods; stay composed, positive, and tactful when facing difficult situations.
- Stay true to your words and commitments.
- Build relationships and a wide network
- Practice active listening and pay attention to those around you.

Sources: Based on information in Goleman, D. *Working with Emotional intelligence* (New York: Bantam Books, 1998); MOSAIC competencies for professional and administrative occupations (U.S. Office of Personnel Management); Rosier, R. H. (ed.), *The Competency Model Handbook*, Volumes One and Two (Boston: Linkage, 1994; 1995).

Appendix 2: List of Virtues

For Individual Activity: Strength and Growth Virtues

Acceptance	Cooperation	Faith	Humanity	Nobility	Self-discipline	Unity
Accountability	Courage	Faithfulness	Humility	Openness	Serenity	Wisdom
Appreciation	Courtesy	Fidelity	Humour	Optimism	Service	Wonder
Assertiveness	Creativity	Flexibility	Idealism	Orderliness	Simplicity	Zeal
Awe	Decisiveness	Forbearance	Independence	Patience	Sincerity	
Beauty	Detachment	Forgiveness	Initiative	Peacefulness	Steadfastness	
Caring	Determination	Fortitude	Integrity	Perceptiveness	Strength	
Certitude	Devotion	Friendliness	Joyfulness	Perseverance	Tact	
Charity	Dignity	Generosity	Justice	Prudence	Temperance	
Cheerfulness	Diligence	Gentleness	Kindness	Purposefulness	Thankfulness	
Cleanliness	Discernment	Grace	Love	Reliability	Thoughtfulness	
Commitment	Empathy	Gratitude	Loyalty	Resilience	Tolerance	
Compassion	Endurance	Helpfulness	Mercy	Respect	Trust	
Confidence	Enthusiasm	Honesty	Mindfulness	Responsibility	Trustworthiness	
Consideration	Excellence	Honour	Moderation	Righteousness	Truthfulness	
Contentment	Fairness	Hope	Modesty	Sacrifice	Understanding	

Appendix 3

For Individual Activity: Challenge Perceptions



Got questions about Leadership Development?

Enquire about having your students chat with our discipline expert,
Dr Toby Newstead. Email us at tas.future.students@utas.edu.au

