



MODULE 1
Introduction

We know that practical experience is key to learning. There is no substitute for hands-on experience that enables students to deepen their understanding as they put the practices into action. *The Student Leadership Challenge: Activities Book* is designed to help you create those experiences for your students. Now in its second edition, this book builds on the research behind *The Leadership Challenge*. *The Student Leadership Challenge* is used by a growing number of educators and teachers who are committed to helping young people discover the leader within them.

Around the globe, we are finding educators like you who are helping their students tap into their leadership capacity, and this community of practitioners is growing. This book draws on the many wonderful ideas this community has produced and pulls them together as a handy, reliable reference for those who use *The Leadership Challenge* framework, research, and materials.

AN OVERVIEW OF THE FIVE PRACTICES OF EXEMPLARY LEADERSHIP®

The Student Leadership Challenge focuses on how student leaders get things done in organizations on their campuses and in their communities. The Five Practices of Exemplary Leadership model defines the behaviors that, when demonstrated with frequency, can bring about the best in themselves and those they aspire to lead (Figure 1.1).

The Five Practices of Exemplary Leadership are listed below along with The Ten Commitments of Leadership that correspond to the practices, two commitments for each practice. These commitments give a deeper understanding of The Five Practices and specify what leaders do to demonstrate them.

Figure 1.1 The Five Practices of Exemplary Leadership



Model the Way

- Clarify values by finding your voice and affirming shared values.
- Set the example by aligning actions with shared values.

Inspire a Shared Vision

- Envision the future by imagining exciting and ennobling possibilities.
- Enlist others in a common vision by appealing to shared aspirations.

Challenge the Process

- Search for opportunities by seizing the initiative and looking outward for innovative ways to improve.
- Experiment and take risks by constantly generating small wins and learning from experience.

Enable Others to Act

- Foster collaboration by building trust and facilitating relationships.
- Strengthen others by increasing self-determination and developing competence.

Encourage the Heart

- Recognize contributions by showing appreciation for individual excellence.
- Celebrate the values and victories by creating a spirit of community.

Our research has identified thirty behaviors aligned with The Five Practices—six for each practice. When students demonstrate these behaviors with greater frequency, they become more effective as leaders. These behaviors are the core of *The Student Leadership Practices Inventory (Student LPI)*, a comprehensive leadership development tool designed to help students measure their leadership behaviors and take action to improve their effectiveness as a leader. It is grounded in the same extensive research as the classic *Leadership Practices Inventory (LPI)*, which is used in leadership training, executive development, and graduate-level programs around the world. The *Student LPI* is an invaluable tool for guiding personal leadership development based on an assessment of a student's current capacity to lead. In the listing of leadership behaviors that follows, the first iteration of the statement is the exact expression of the behavior in the *Student LPI*. The second iteration, in parentheses, is the way the behavior statement appears in the individual reports for the *Student LPI 360 Online* and the *Student LPI Self Online*.

Model the Way Behaviors

Statement #1: "I set a personal example of what I expect from other people." ("Sets personal example.")

Statement #6: “I spend time making sure that people behave consistently with the principles and standards we have agreed upon.” (“Aligns others with principles and standards.”)

Statement #11: “I follow through on the promises and commitments I make.” (“Follows through on promises.”)

Statement #16: “I seek to understand how my actions affect other people’s performance.” (“Seeks feedback about impact of actions.”)

Statement #21: “I make sure that people support the values we have agreed upon.” (“Makes sure people support common values.”)

Statement #26: “I talk about my values and the principles that guide my actions.” (“Talks about values and principles.”)

Inspire a Shared Vision Behaviors

Statement #2: “I look ahead and communicate what I believe will affect us in the future.” (“Looks ahead and communicates future.”)

Statement #7: “I describe to others in our organization what we should be capable of accomplishing.” (“Describes ideal capabilities.”)

Statement #12: “I talk with others about a vision of how things could be even better in the future.” (“Talks about how future could be better.”)

Statement #17: “I talk with others about how their own interests can be met by working toward a common goal.” (“Shows others how their interests can be realized.”)

Statement #22: “I am upbeat and positive when talking about what we can accomplish.” (“Is upbeat and positive.”)

Statement #27: “I speak with passion about the higher purpose and meaning of what we are doing.” (“Communicates purpose and meaning.”)

Challenge the Process Behaviors

Statement #3: “I look for ways to develop and challenge my skills and abilities.” (“Challenges skills and abilities.”)

Statement #8: “I look for ways that others can try out new ideas and methods.” (“Helps others try out new ideas.”)

Statement #13: “I search for innovative ways to improve what we are doing.” (“Searches for innovative ways to improve.”)

Statement #18: “When things don’t go as we expected, I ask, ‘What can we learn from this experience?’” (“Asks, ‘What can we learn?’”)

Statement #23: “I make sure that big projects we undertake are broken down into smaller and doable portions.” (“Breaks projects into smaller doable portions.”)

Statement #28: “I take initiative in experimenting with the way things can be done.” (“Takes initiative in experimenting.”)

Enable Others to Act Behaviors

Statement #4: “I foster cooperative rather than competitive relationships among people I work with.” (“Fosters cooperative relationships.”)

Statement #9: “I actively listen to diverse points of view.” (“Actively listens to diverse viewpoints.”)

Statement #14: “I treat others with dignity and respect.” (“Treats others with respect.”)

Statement #19: “I support the decisions that other people make on their own.” (“Supports decisions other people make.”)

Statement #24: “I give others a great deal of freedom and choice in deciding how to do their work.” (“Gives people choice about how to do their work.”)

Statement #29: “I provide opportunities for others to take on leadership responsibilities.” (“Provides leadership opportunities for others.”)

Encourage the Heart Behaviors

Statement #5: “I praise people for a job well done.” (“Praises people.”)

Statement #10: “I encourage others as they work on activities and programs.” (“Encourages others.”)

Statement #15: “I express appreciation for the contributions people make.” (“Expresses appreciation for people’s contributions.”)

Statement #20: “I make it a point to publicly recognize people who show commitment to shared values.” (“Publicly recognizes alignment with values.”)

Statement #25: “I find ways for us to celebrate accomplishments.” (“Celebrates accomplishments.”)

Statement #30: “I make sure that people are creatively recognized for their contributions.” (“Creatively recognizes people’s contributions.”)

WHAT IS IN THIS BOOK

This book is full of activities, organized by leadership practice, to use with students of varying ages and in a variety of settings. These activities were gathered from many professionals who work with *The Leadership Challenge* and *The Student Leadership Challenge* around the world. (They are identified with short biographies in the “Authors and Contributors” section at the end of the book.) Our growing network of Certified Facilitators of *The Student Leadership Challenge* served as our main source. Although most are from the United States, our international partners are represented as well. As the use of these activities expands in new international settings, there will be lessons learned on how best to apply them in

different cultures. We will include those stories on *The Student Leadership Challenge* website: <http://www.studentleadershipchallenge.com>.

Each activity describes the learning objectives, time required, materials needed, a recommended process, suggested questions for debriefing the activity and connecting it to The Five Practices of Exemplary Leadership model. We all know that debriefing and reflection are a crucial part of the process but also believe you will not feel limited by our suggestions. You know your students and are in the best position to identify the most beneficial opportunities for their learning. All activities include facilitator cues intended to address unique opportunities within the activity.

This introductory module also includes our perspective on why activities are so crucial to understanding *The Student Leadership Challenge*. We review The Five Practices of Exemplary Leadership model, outline what is covered in the book, and give you some pointers on how to use the content of this book to its best advantage. We also offer guidance on selecting and facilitating activities with students.

Module 2 covers orienteering, and modules 3 through 7 address each of The Five Practices. Each practice module contains an overview of the practice, our thoughts on its value for students, and experiential activities for developing the relevant knowledge and skill. Module 8 contains suggested movie activities. We believe that movies can be a highly effective way to help students translate behaviors they see on the screen into demonstrations of effective leadership, thereby deepening their understanding of the leadership practice in action. The movies we have included are by no means an exhaustive list, and we recognize that the list will grow over time as more great films are produced; the ones in module 8 are all tested and true depictions of The Five Practices.

Module 9 addresses the concept of commitment. Committing to ongoing deliberate practice is at the very core of *The Student Leadership Challenge* and requires specific attention. We offer suggestions and resources to help your students make the commitment to build self-awareness and deliberate practice into all aspects of their lives, for the rest of their lives.

The appendix gives a conceptual snapshot of the activities in a grid that shows them sorted by practice. Some of the activities can be used for multiple practices, and we have captured that information in this grid.

HOW TO USE THIS BOOK

Use this book to supplement and enrich the design of your class or program on leadership development. As you focus on each of The Five Practices, determine whether you have an opportunity and capacity to explore the practice more deeply by using an activity. If so, go to the relevant module and identify activities that address the learning objectives you have in mind. You can then choose the activity that makes the most sense for the time you have,

the space available, and so forth. You can use the appendix to quickly cross-reference the activities and find the right one for your program or class. Be sure to review the facilitator cues included with activities for suggestions on how to customize the activity to make it most appropriate and effective for your students. Some modules offer suggestions on how to adapt an activity for practices other than the one for which the activity was originally designed.

GUIDANCE ON SELECTING AND FACILITATING ACTIVITIES WITH STUDENTS

Selecting Activities

Finding the right activity for your students starts with being clear on the learning objectives, that is, what you hope the student will gain from the experience. With those clearly identified, turn to the module for the practice you are targeting and review the activities. Consult the grid in the appendix as a quick reference for which activities are associated with which leadership practices. This may help narrow the field.

There should be enough information at the beginning of every activity to help you determine whether it will work for your situation. For each activity, we give its title, the learning objectives, number of participants, the amount of time required, materials and equipment needed, and room setup considerations. If all of these meet your criteria, review the step-by-step process. We have tried to keep the process section concise while still indicating the flexibility you have to adjust it to meet the needs of your students. We have also included facilitator cues throughout to present you with options and insights.

Facilitating Activities

Best practices are something that all facilitators identify for themselves over time. This book is not intended to be a facilitation guidebook. We wrote *The Student Leadership Challenge Facilitation and Activity Guide* to help you facilitate The Five Practices of Exemplary Leadership model effectively. As a supplement to that instructional guide, this *Activities Book* makes the assumption that you are a practiced facilitator with your own unique style. That said, we believe a few tips might be helpful as you explore the activities in this book. These tips are intended to serve as a refresher for some “golden rules” we trust will serve you well. They are listed below as do’s and don’ts.

Do

- Practice the activities first. The directions and times are guidelines and may vary depending on your audience, situation, and facilitation style.

- Have your supplies organized and ready. A prepared start to any activity is always the way to go.
- Be clear on your directions (see the first point above). Someone who is dealing with a student population quite different from yours may have contributed the activity. Your directions need to make sense to your students.
- Create a supportive learning environment for your debriefing time. Students who feel confident to express what they learned from the experience will encourage others around them to do the same. Stay curious, and they will too.

Don't

- Underestimate time. This is a classic mistake that shortchanges the impact of these activities. If you take the time to practice them and manage your time well, you can avoid this pitfall.
- Overlook the opportunity to do these activities in places outside your normal teaching environment. Although most of the activities are described in that setting, they can be equally effective when applied in coaching sessions or as follow-up refresher activities. Use your imagination!
- Don't be limited by the words on the pages of this book. You know your student population better than anyone else, and we encourage you to put that knowledge to work to creatively get the most out of these activities.

The activities that follow will help you deepen your students' learning through experience. Adjust them as you see fit in a way that will support your students and their ongoing leadership journey.