

# QUALITY LEADERSHIP

**Focus** To determine the components of quality leadership.

**Group Size** Entire class

**Time Required** 1 class period

## Materials

- Butcher paper (4 sheets, taped to front of classroom)
- Marking pens
- Grab bag of 25-30 miscellaneous items (i.e.-junk drawer items, small toys, souvenirs, desk supplies)
- 4x6 index cards (pre-lettered A-Z, one letter per card)
- Student handout: ***My Leadership Qualities***

**Setting** Standard classroom

## Process

1. Practice group brainstorming as a warm-up. Stress to the group that the goal will be to foster creative, free thought. Review the rules of brainstorming before starting the warm-up:
  - a. Free thinking
  - b. No put downs, don't evaluate
  - c. Maximize ideas (quantity not quality)
  - d. Time limit

Allow 1 minute for the group to brainstorm the uses of a randomly selected item from the sack (i.e., eraser, rubber band). Work to build enthusiasm and comfort with the process. Repeat using another item. Celebrate unusual, creative, and rapid contributions. In this warm-up it is not necessary to record answers.
2. On paper, have students individually brainstorm the components of quality leadership for two minutes. Stress that this is a personal, quiet activity. Challenge them to list at least 12 ideas.
3. Record the individually brainstormed ideas on the butcher paper in front of classroom. An effective technique for this is to ask for 4 volunteer recorders. Have them sequentially write every fourth item. Allow about 5 minutes.
4. Distribute the alphabetized 4x6 index cards, at least one per student. If enrollment is greater than 26 have duplicate cards of some letters. If less than 26 give some students additional cards.

5. Instruct the students to list at least one leadership quality beginning with the letter on their card. This could be a word or a phrase. Have the students share their cards and display them in the classroom.
6. Have students sit in a large circle. Pass the grab bag around the circle and have each student pick an item without looking. In turn, each student will explain how that item represents a leadership quality they possess. Collect items. Allow 20 minutes.
7. Return chairs to their normal arrangement. Have students complete the student handout, ***My Leadership Qualities***.
8. Compile a list of the A-Z Leadership Qualities created by the group. Create a poster to hang in the room or a handout that students can keep in their notebooks.

**Discussion:**

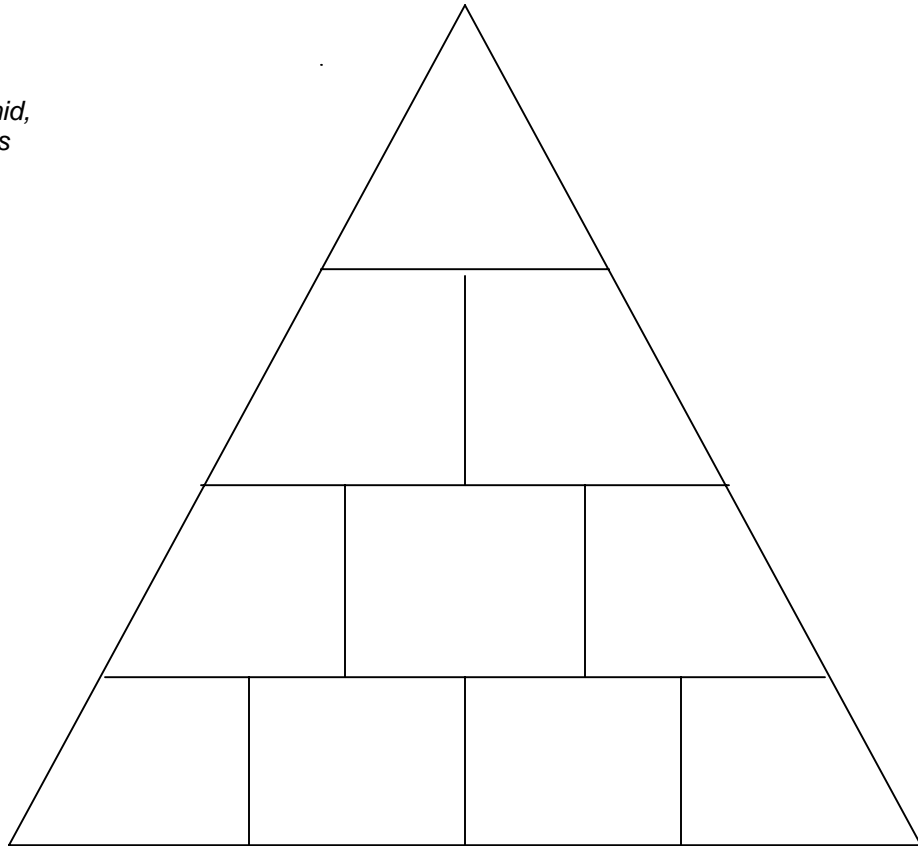
- *What leadership qualities do we demonstrate the most?*
- *What leadership qualities do we demonstrate the least?*  
*What past or contemporary leaders have demonstrated some of these leadership qualities?*
- *What did you learn about your team members during this activity?*
- *What did you learn about yourself during this activity?*

# My Leadership Qualities

Name \_\_\_\_\_

Date \_\_\_\_\_

*In the blocks of the pyramid,  
list ten leadership qualities  
you possess.*



I think leadership is...

Leadership skills are important to learn because...

Some opportunities I have to be a leader are...

My best leadership qualities are...

Qualities I would like to develop as a leader are...