

Leadership is increasingly recognized as an important skill that benefits learners in school, as they transition to the workplace, and throughout their careers. Learners who have leadership experiences in secondary school are more likely to attend further or higher education, and graduate. Higher education institutions value leadership as a key outcome for graduating seniors. Employers also expect graduates to have leadership experiences, and value this skill when making hiring decisions.

There are many different models of leadership, but in the past few decades, there has been a particular interest in shifting the focus of leadership from managing and controlling to inspiring and motivating. We therefore focus on leadership as the process of managing or guiding the work of others in a transformational, inspirational, respectful, and supportive way. Leaders support and empower those they lead, guide others by establishing a vision, and foster collaboration.

Below are some ideas to give you inspiration for how learners can develop and practice leadership skills.

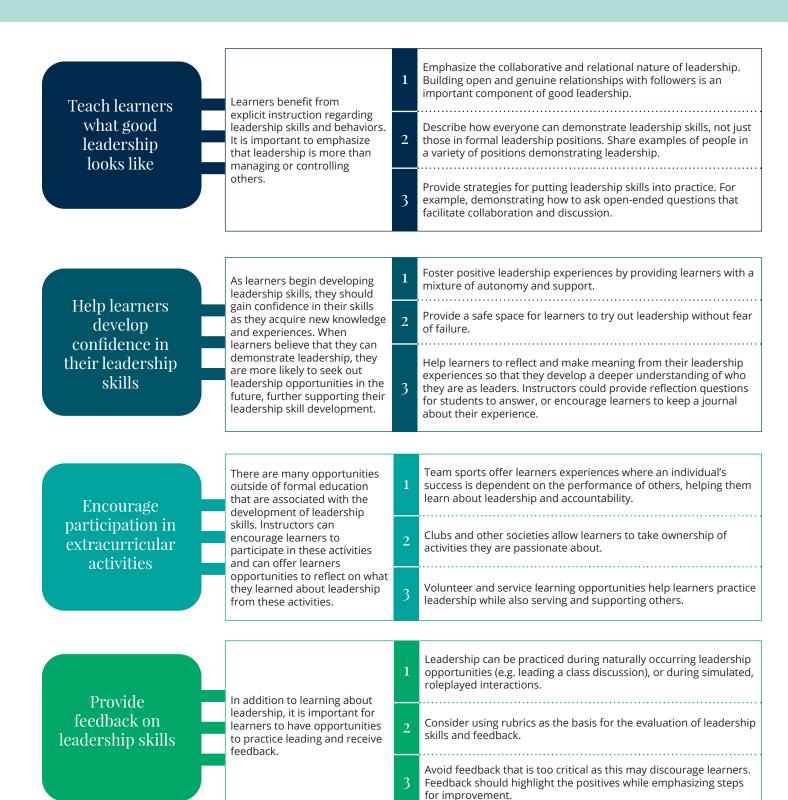
Learning tasks	Skills involved
Write a report on a leader you admire.	This activity offers learners the opportunity to think deeply about what leadership means. Learners can consider why they admire or respect the leader they identified and reflect on what qualities make someone a good leader. Instructors could use this activity to engage the class in a conversation about leadership skills.
Leading a class discussion or meeting.	Learners can practice basic leadership skills by leading a class discussion. This activity allows learners to establish vision on a small scale by setting an agenda or establishing goals. Learners can also practice the interpersonal skills needed to facilitate discussion and foster collaboration.
Serving in school leadership positions.	Many higher education institutions offer the opportunity to serve in leadership positions. These can include positions in university government (e.g. Union President, Student Body President) or taking on leadership roles at the university newspaper or radio station, in clubs or societies. In these roles, learners often serve as liaisons between other learners and faculty, which allows learners to practice the communication skills needed to be effective leaders. Learners must also consider a longer-term vision regarding what they would like to accomplish in their role and communicate that vision to their fellow learners and faculty.
Mentoring a younger learner.	Mentoring someone allows learners to provide support and guidance to another individual. Learners can practice developing rapport, understanding someone else's goals and needs, and determining the best way to help meet those needs.
Roleplay a real world leadership situation.	Roleplayed examples allow learners to practice leadership scenarios that are not readily available in classroom settings. For example, learners could lead a roleplayed hiring committee to determine which job candidate to hire. In this example, group members could be given conflicting needs, which insures that learners get to practice managing conflict as a leader

¹ Lozano, F. A. (2008). Language, high school leadership and the postsecondary outcomes of Hispanic students. Economics of Education Review, 27(3), 342–353.

² Meacham, J., & Gaff, J. G. (2006). Learning goals in mission statements: Implications for educational leadership. Liberal Education, 92(1), 6–13.

³ National Association of Colleges and Employers (2017). Job outlook 2018. Pennsylvania, PA: National Association of Colleges and Employers.

These are the big ideas behind the learning activities overleaf. Use these to adapt the examples for your students, or as guidance to devise your own learning tasks.



Are you already incorporating leadership skills in your teaching? Tell us how. **efficacy@pearson.com**