Class Activities

# Chapter 5: Attending to Tasks and Relationships

## Guide to the Class Activities

Each activity is designed based on Fink’s Learning Taxonomy and is tagged with the following tags under the taxonomy’s learning and assessment structure:

1. Foundational Knowledge (F)
2. Application (A)
3. Integration (I)
4. Human Dimension (H)
5. Caring (C)
6. Learning How to Learn (L)

These activities may be used in either small-group or large-group settings, depending on class size and time available. Some may also be suitable as homework.

## Activities

### Password (F)

The rules for this game are explained in the Class Activities for chapter 4. This is a fun exercise with which to begin class. It helps students learn the terms from the chapter and how to explain them to someone else. Terms:

Concern for people

Concern for production

Consideration behavior

Employee orientation

Initiating structure

Personal styles

Production orientation

Relationship-oriented leadership

Task-oriented leadership

Change leadership

### Mixed Media Match Up (F, I)

As a different way of experiencing and learning about leader behaviors, assign this homework: Have students create a poster, using pictures, words, quotes, news articles, headlines, symbols, or decorative materials to illustrate one of the three leadership behaviors: task, relational, change. Have students display their work in class. In small groups, have them share how they see this behavior and which quote is most meaningful to them. Posters can become part of a student’s learning portfolio in class.

### And the Winner Is… (F, A)

Divide the class into high task score and high relationships score small groups.

* Option 1: In the groups have members share how well this style works for them. What types of jobs are they good at? What kind of work do they enjoy? Allow several minutes for discussion.
* Option 2: Show the class a picture of a famous building (Eiffel Tower, Taj Mahal, etc.) Give each group a bag of gum drops and a box of toothpicks and ask them to construct a model of the building in the time allotted (about 15 minutes, depending on the number of gum drops in the bag). When the time is up, evaluate how well the all-task or all-relationship groups performed on the criteria of efficiency, camaraderie, and product quality. Discuss: How would they like working in this type of a group over the longer term? How would this type of leadership affect group members’ personal development? Development of professional competence?

### Class Debate (A, I, H)

Using whatever format you prefer, structure a class debate around the following statements:

* It is important for employees to like you as a manager.
* The primary focus for leaders must be the organizational tasks.
* A leader should always be true to his/her personal style.

### Happy Thanksgiving (H, C)

In class, watch the 3 minute presentation by Dr. Laura Trice on saying “thank you” at [*TED talks*](http://www.ted.com/talks/laura_trice_suggests_we_all_say_thank_you.html)([www.ted.com/talks](http://www.ted.com/talks)).

* In small groups discuss: How hard is it for you to give praise to another? Receive praise from another? What would happen if you “trued your wheels?”
* In small groups ask members to practice offering genuine thanks, praise or acknowledgement for each student in the group.

### What Kind of Leader Do Your Followers Need? (A, L)

In chapter five we learn that “different followers and situations demand different amounts of task and relationship leadership.” In class, brainstorm as many ways as possible to determine what type of leadership a group needs. Write suggestions on sheets of newsprint and post them around the room. Give students three colored dot stickers or sticky notes and ask them to “vote” for the three suggestions they find most helpful. Discuss as a class which suggestions were most popular. Why? For further discussion: How do you let a leader know what kind of leadership you most need from him or her? What are the difficulties in doing this?

For further discussion #2: Which of the most popular leadership behaviors fall under the task, relational, or change categories? How universal do students think these preferred leadership behaviors are?

## Writing Assignments

### Sketch-noting (F, A, I)

Sketch-noting is introduced in the Class Activities of chapter 1. It is a way to think visually about an issue. Making sketch notes is not about drawing, or artistry, but about making marks on paper (or a white board) to help oneself think. There is no right or wrong way to do this. Everyone will do it differently.

Ask students to sketch out (on paper you provide, or a page of their own) how they envision the three leadership styles interacting – task, relationship, and change. Do they see them as a continuum, a Venn Diagram, or something else? Don’t suggest these as possibilities; let students imagine this relationship first. As they sketch, ask them to consider how leader behaviors originate – from the traits of the leader, from the goals that need to be attained, from the needs of followers, or from other external factors? How can that be depicted?

After a time of drawing have students post their sketches around the room and look at one another’s ideas. What are some similarities in how people see this process? Differences? How are leader behaviors activated?

### Integration Paper (A, I)

Have students write a 2-3 page paper synthesizing how a person’s traits and underlying assumptions about people and the nature of work correlate with that person’s leadership style.

### One Minute Paper Topics (F, A, I)

I would rather work for a task-oriented (or relationship-oriented) leader because…

Defend or refute: As long as I treat everyone fairly, I don’t need to actually care about them personally.

Respond to this statement: People don’t care how much you know until they know how much you care.