

## Example Flipped Activity

Instructor: Mike Palanski, Saunders College  
Course: Leadership in Organizations (MGMT-310)  
Semester: Fall 2013

*Overarching goal/learning outcome/topic for this part of the course*

Understand common obstacles to leadership effectiveness

*Goal for this example involving the flipped model*

Understand common obstacles to leadership effectiveness

*The out-of-class video or other "content"*

My intro video (coincides with book chapter):

[https://docs.google.com/file/d/0B\\_G6OI7ymhhxeFFtbk5UYmdjMms/edit](https://docs.google.com/file/d/0B_G6OI7ymhhxeFFtbk5UYmdjMms/edit).

Also: <https://www.youtube.com/watch?v=QfLLDvn0pl8>

Captioned versions available on myCourses shell

*Description of in-class activities (both are taken from textbook ancillaries)*

Mouse Trap Exercise (Monday)

There are many variations of this exercise available on the web. This one focuses on giving effective directions as a leader. You will need three mousetraps, three pencils and three blindfolds. Do not show the supplies to the class until later. Divide the class into three groups.

Within each group ask one person to volunteer to be the leader and the other to volunteer to be the blindfolded follower. Once the follower is blindfolded, group members will learn what the exercise involves, while the follower remains "in the dark". Place a set mousetrap somewhere in the room (with three different groups, the traps should be quite a distance apart from each other. The easiest location is on top of a desk, but the trap could also be placed on the floor, on top of a backpack, etc. In addition, hide a pencil somewhere in the room where the follower needs to exert some effort in seeking it.

Do this for every group. Then ask leaders to give clear directions to the followers on how to spring the hidden mousetraps, without telling them this is the goal.

First, followers need to be directed to find the pencil and how to move (e.g. "Lower your arm about a foot, reach forward six inches"). Next they are directed toward the mousetrap (without being told that is what they are looking for), told how to hold the pencil in order to disarm the trap, and then disarm the mousetrap.

After every group has completed its task, discuss which directions were easiest to understand. How are giving directions in the midst of competing voices similar to the workplace? When did group members want to jump in and give better directions than the leader, or try to protect the follower? What was the hardest part for followers? Were different leadership styles evident? Should employees ever be kept in the dark? Is it possible to give employees too many directions?

#### Motivational Quotes (Wednesday)

Ask students to bring a selection of motivational quotes to class. These should include quotes they have found personally effective, as well as quotes they disagree with or find objectionable (e.g. those given by management to “inspire” workers). In small groups, ask individuals to share their quotes with others and why these quotes are meaningful to them. What have the words motivated them to do? Then discuss which quotes they disagree with and the reasons why.

*Brief summary of expected and, if available, actual results*

Hard to say. Students were engaged. Hopefully they remember the lesson.