

2. Have participants share in pairs their definition of followership and a story of a time when they felt they were a good follower. (7–10 minutes)

- Once participants have shared, ask participants to come to a consensus on their definition and create one definition of followership.

3. Large-Class Discussion (10 minutes)

- Was writing a definition of followership difficult? What was difficult about writing the definition? What was easy?
- How often do you think about the ways in which you are engaging in the leadership process as a follower? How self-aware are you of how decisions have impacted the way you lead and follow?
- What did hearing other's stories around followership feel like for you?
- We oftentimes use followership in our leadership practice, but what does that really mean and what does that look like in action for you?

4. Discussion Follow-Up (Large Group) (7–10 minutes)

- Do you have to be a good leader to be a good follower? Why or why not?
 - For participants who are resistant to the concept of followership, call these participants into the conversation by encouraging them to think about followership as a part of the leadership process. Questions for these participants might include:
 - * How do/would followers respond to different approaches to leadership?
 - * If we consider leadership to be a process, then what role do we all play in the process?
 - * What role does followership play in the leadership process besides idea of positional roles?

References:

- Ewens, W. (2000). Teaching using discussion. In R. Neff & M. Weimer (Eds.), *Classroom communication: Collected readings for effective discussion and questioning* (pp. 21–26). Madison, WI: Atwood.
- Guthrie, K. L., & Jenkins, D. M. (2018). *The role of leadership educators: Transforming learning*. Charlotte, NC: Information Age.
- Kellerman, B. (2008) *Followership: How followers are creating change and changing leaders*. Cambridge, MA: Harvard Business Review Press.

LET'S DISCUSS LEARNING: ASSESSING LEARNING OF DISCUSSION ACTIVITIES

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Discussion, Curricular Learning Assessment

Assessing learning from discussion can also focus upon the learning environment created through a discussion activity. Participants' reflection on whose voices are most represented in the conversation as well as whose voices are not present, can offer leadership educators excellent foundations for assessing the learning for both the content *and* process of discussion.

This activity is to be implemented after a significant discussion led in class. The assessment activity may be employed in class after discussion or be given as an outside of class assignment.

Learning Outcomes:

Participants will have opportunities to:

- assess their learning from the discussion activity.
- discern their clarity of understanding for course content following the discussion activity.
- reflect on the discussion in consideration for who is contributing most and least in the conversation and why.

Setting Up the Activity:

- Group size: 10–30 participants
- Time: 40–60 minutes
- Materials: Discussion feedback and reflection hand-out

Instructions:

1. Following the discussion, the instructor should pass out the discussion feedback and reflection handout to each participant.
2. Instructor should explain the purpose/directions for the handout:

- "This discussion feedback and reflection hand-out is intended to review your understanding and learning from the class discussion we just completed. This handout will also allow you to reflect upon how you learned from your peers by giving feedback about the discussion. Please consider not only what you learned today, but also who you learned it from, and how you learned it. Consider also, who spoke in class today, who did not speak, and why. Finally,

based on this reflection, consider how that contributed to your learning during the discussion. Do you have any questions about the handout?" (Instructor responds to any questions with further clarity).

3. Participants complete the handout. (10–15 minutes)
4. In the following class, the instructor should discuss the overall information from the handouts to inform the learning from the discussion with the class. (30–45 minutes)
5. Instructors should take time to read through the handouts and aggregate the feedback. Debriefing of the handout should take place in the next class period with the facilitator sharing overall comments on learning, clarifying concepts that were missed or unclear, and sharing how participants are learning from each other in the discussion format. Debriefing should also include discussion on which voices in general were most and least represented, and if that reflects varying identities in the group.

Facilitator Notes:

- Aggregating the data and facilitating a conversation about learning from peers should be influenced by the feedback participants give. Often, there are a vocal majority of a few voices being represented in a discussion, which limits the amount participants can learn from each other by constricting the amount of diverse perspectives shared. If this is the outcome of the assessment, facilitators can focus on processing the learning environment created.
- Debriefing can also focus on missed concepts based on the learning assessment data received through the handout. It is possible one or two participants in the group will be identified in the worksheet by many participants. The sharing of any data regarding specific participants, rather than speaking on general feedback given, should be determined by the instructor based on the level of comfort/trust built into the group. It may be more helpful to share broad information about the aggregated data with the large group and then share any specific feedback directly in a one on one capacity with participants.

Discussion Feedback and Reflection Handout

What did you learn from the discussion?

What inhibited you from learning in the discussion? Why?

What ideas/concepts are unclear?

Who did you learn from in the discussion?

Whose voices were represented in the discussion? Why?

Whose voices were not represented in the discussion?