



## FOUNDATION SKILLS

**PATHWAY:** All Pathways  
**COURSE:** All CTAE Courses  
**UNIT 8.1:** Introduction to Leadership



## INTRODUCTION

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**Annotation:** Briefly describe the unit topics, tasks, methods, etc.

In this unit students will explore the definition of a leader and leadership. They will also evaluate myths about leaders and leadership. They will formulate their definition of leaders and leadership.

**Grade(s):**

X	9 <sup>th</sup>
X	10 <sup>th</sup>
X	11 <sup>th</sup>
X	12 <sup>th</sup>

**Time:** Two-four 50 minute periods.

**Author:** Chris Sade, Eve Felton, Frank Flanders

**Additional Author(s):**

**Students with Disabilities:**

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



## FOCUS STANDARDS

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**GPS Focus Standards:** Please list the standard and elements covered.

CTAE- FS- 8 Leadership and Teamwork: Learners apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.

**GPS Academic Standards:**

**National / Local Standards / Industry / ISTE:**

ESS07 Leadership and Teamwork: Use leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.



## UNDERSTANDINGS & GOALS

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**Enduring Understandings:** Enduring understandings are statements summarizing important ideas and have lasting value beyond the classroom. They synthesize what students should understand – not just know.

Students will understand the concept of leadership and what it means to be a leader.

**Essential Questions:** Essential questions probe for deeper meaning and understanding while fostering the development of critical thinking and problem-solving skills. Example: *Why is life-long learning important in the modern workplace?*

- What are the characteristics of good leaders?
- Why is leadership important?
- Who are leaders in our society and why?

**Knowledge from this Unit:** Factual information.

- Students will define leadership.

**Skills from this Unit:** Performance.

- Students will analyze their skills and abilities and relate them to good leadership characteristics they have or want to have.



## ASSESSMENT(S)

**Assessment Method Type:** Select one or more of the following. Please consider the type(s) of differentiated instruction you will be using in the classroom.

- Pre-test
- Objective assessment - multiple-choice, true- false, etc.
  - Quizzes/Tests
  - Unit test
- Group project
- Individual project
- Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
  - Self-check rubrics
  - Self-check during writing/planning process
  - Journal reflections on concepts, personal experiences and impact on one's life
  - Reflect on evaluations of work from teachers, business partners, and competition judges
  - Academic prompts
  - Practice quizzes/tests
- Subjective assessment/Informal observations
  - Essay tests
  - Observe students working with partners
  - Observe students role playing
- Peer-assessment
  - Peer editing & commentary of products/projects/presentations using rubrics
  - Peer editing and/or critiquing
- Dialogue and Discussion
  - Student/teacher conferences
  - Partner and small group discussions
  - Whole group discussions
  - Interaction with/feedback from community members/speakers and business partners
- Constructed Responses
  - Chart good reading/writing/listening/speaking habits
  - Application of skills to real-life situations/scenarios
- Post-test

**Assessment(s) Title:** Introduction to Leadership Exam

**Assessment(s) Description/Directions:**

Administer leadership exam to students.

**Attachments for Assessment(s):** Please list.

Introduction to Leadership Exam



# LEARNING EXPERIENCES

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**Instructional planning:** Include lessons, activities and other learning experiences in this section with a brief description of the activities to ensure student acquisition of the knowledge and skills addressed in the standards. Complete the sequence of instruction for each lesson/task in the unit.

## Sequence of Instruction

1. Identify the Standards. Standards should be posted in the classroom for each lesson.

CTAE- FS- 8 Leadership and Teamwork: Learners apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.

2. Review Essential Questions.

- What are the characteristics of good leaders?
- Why is leadership important?
- Who are leaders in our society and why?

3. Identify and review the unit vocabulary.

Leadership

4. Lesson

### Introduction and Mental Set

Ask students "What does leadership mean?"

### Discussion

1. Each student should develop their own personal definition of leadership. Have them write down, listen and compare. The student responses may be discussed and compared for similarities and differences.
2. Define leadership  
Leadership is the ability to move or influence others toward achieving individual group goals.  
How do students' definitions compare to this definition?

3. All leadership definitions can be combined into a “Definition of Leadership” Handout 1. Distribute and discuss the handout.
4. Discuss and explain leadership development through participation in clubs, organizations, and classes that are in the students’ pathway
5. Distribute handouts 2 and 3 and discuss the various statements about leadership.
6. Ask students to develop a list of skills and abilities that they have or hope to develop through participation in organizations.
7. Discuss the eight myths of leadership in Handout 4.
8. Ask students to debate each myth with an affirmative and negative statement concerning each myth.
9. Develop a class consensus concerning each of the eight myths about leaders and leadership.
10. Activity- Distribute Handout 5. Purpose: Allow students to see which type of leadership is best, absolute ruling or consensus.
  - A. Have the students complete the “Your Ranks” column individually.
  - B. Have the students form groups of 3-5 and re-rank their items in the “Group Ranks” column.
  - C. Share the NASA Rankings on handout 6.
  - D. Have the students find their score differences.
  - E. Discuss the scores. Why did the group score end up lower than some individuals?

### **Evaluation**

Each student will define “leadership” and share their definition with the class.

Have students work in small groups to develop a list of desirable characteristics of good leaders.

Have students work in small groups to complete the “Lost in Space” activity.

Written evaluation

### 4. Assessment Activity.

### **Attachments for Learning Experiences:** Please list.

Handout 1: What is Leadership?

Handout 2: Community Leadership: Super Leaders

Handout 3: Some Food for Thought on Leadership

Handout 4: Some Myths About Leaders and Leadership

Handouts 1-4 are available below.

## What is Leadership?

“Leadership is the courage to admit mistakes, the vision to welcome change, the enthusiasm to stay out of step when everyone else is marching in the wrong direction.”

Leadership is a desire to make a difference.

- Direction
- Achievement
- Cohesiveness

Leadership is being credible.

- Being Honest
- Being Forward-Looking
- Being Inspiring
- Being Competent

Leadership is a set of practices.

- Challenge the process.
- Model the way.
- Enable others to act.
- Encourage the heart.
- Inspire a shared vision.

Leadership is being able to motivate

- Being able to listen
- Being able to delegate
- Being able to plan ahead
- Being able to set goals for themselves



## Community Leadership – Super Leaders

A study by Warren Bennis' book More Power to You, January 1983

He found five (5) competencies common to super leaders:

1. Vision- the capacity to create a compelling vision of a desired state of affairs
2. Communication- the capacity to communicate vision in a way that gains the support of constituencies
3. Persistency- the capacity to maintain the organization's direction, especially when the going gets tough.
4. Empowerment- the capacity to create a social architecture that harnesses the energy and abilities of others to get the desired result.
5. Organizational learning- the capacity to monitor an organization's performance, learns from past actions, and uses the resulting knowledge to forge a course for the future.

## Some Food for Thought on Leadership

“Our greatest want in life is somebody who will make us do what we can.”

J.W. Fanning

“Few men (or women) are born leaders. Leadership is achieved by ability, alertness, experience and keeping posted; by willingness to accept responsibility; a knack for getting along with people; an open mind and a head that stays clear under stress.”

E.F. Girard

“Even if you’re on the right track, you will get run over if you just sit there.”

Will Rogers

“A leader is best when people barely know he/she exists, not so good when people obey and acclaim him/her, worst when they despise him/her. Fail to honor people, and they will fail to honor you; but of a good leader, who talks little, when his/her work is done, his/her aim fulfilled, they will say, “we did this ourselves.”

Lao-Tse, A Chinese Philosopher, 2500 years ago

“The cynic says, "One man can't do anything". I say, "Only one man can do anything." ”

John W. Gardner

“The ear of the leader must ring with the voices of the people.”

Woodrow Wilson

“One machine can do the work of fifty ordinary men. No machine can do the work of one extraordinary man.”

Elbert Hubbard

“One of the tests of leadership is the ability to recognize a problem before it becomes an emergency.”

Arnold Glasgow

“You must be the change you wish to see in the world.”

Mahatma Gandhi

“The quality of a leader is reflected in the standards they set for themselves.”

Ray Kro



## Myths about Leaders and Leadership

- Myth 1: There is little knowledge about leadership.
- Myth 2: All leaders are born with unique qualities.
- Myth 3: Leaders make all the group's decisions.
- Myth 4: All leaders are popular, charismatic individuals.
- Myth 5: To lead requires election or appointment.
- Myth 6: It is a rare skill.
- Myth 7: Leaders control, direct and produce.
- Myth 8: Leadership exists only at "the top" (a high position in an organization).

**Notes & Reflections:** May include notes to the teacher, pre-requisite knowledge & skills, suggestions, etc.



# CULMINATING PERFORMANCE TASK (Optional)

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**Culminating Unit Performance Task Title:** Lost In Space Activity

## **Culminating Unit Performance Task Description/Directions/Differentiated Instruction:**

Procedures for Conducting the Activity:

1. Pass out worksheet and allow students to complete it on an individual basis and stress absolutely NO communication with other students during this phase of the exercise.
2. Place student in groups with three to five members and allow them to discuss the reasoning for their rankings. Stress that the group's rankings should be based on a general consensus rather than voting or by absolute rule of the leader(s).
3. At this time NASA's rankings of the items should be announced to the class.
4. Determine individual error points, which are determined by the difference in the individual's ranking and NASA's ranking.
5. Now determine group error points which are the difference between NASA's ranking and the group's rankings. Individual and group error points should be totaled separately.

**Attachments for Culminating Performance Task:** Please list.

Handout 5: Lost in Space Activity (2 pages)

## Lost in Space Activity

Your spaceship has just crash-landed on the moon. You were scheduled to rendezvous with another ship 200 miles away on the light surface of the moon, but the rough landing has ruined your ship and destroyed all the equipment on board, except for the 15 items listed below.

Your crew's survival depends on reaching the mother ship so you must choose the most critical items available for the 200-mile trip. Your task is to rank order the 15 items in terms of their importance for survival. Place number 1 by the most important item, number 2 by the second most important and so on through number 15, the least important.

Items	NASA's Ranks	Your Ranks	Your Error Points	Group Ranks	Group Error Points
Box of Matches					
Food Concentrate					
Fifty Feet of Nylon Rope					
Parachute Silk					
Solar-Powered Portable Heating Unit					
Two .45 Caliber Pistols					
One Case of Dehydrated Pet Milk					
Two 100 Pound Tanks of Oxygen					
Stellar Map					
Self-Inflating Life Raft					
Magnetic Compass					
Five Gallons of Water					
Signal Flares					
First-Aid Kit Containing Injection Needles					
Solar-Powered FM Receiver-Transmitter					

## Lost in Space- Moon Explorer Scoring Key

KEY	ITEM	REASON
15	a. Box of matches	The matches won't work because there is no oxygen.
4	b. Food concentration	Man can live well over a week without food.
6	c. 50 feet of nylon rope	Will prove useful for carrying and climbing over rocky, rough terrain.
8	d. Parachute silk	Will prove useful for wrapping and carrying items.
13	e. Portable heating unit	No need for heat since the light side of the moon is extremely hot.
11	f. Two .45 caliber pistols	The propelling effect of the pistol blast may not be needed.
12	g. One case dehydrated Pet Milk	Water is needed and there is not enough to spare.
1	h. Two 100 lb. Tanks of Oxygen	With no air on the moon, oxygen becomes absolutely essential.
3	i. Steller Map (as seen from moon)	The map is need for navigational purposes.
9	j. Life raft	Could be used for carrying and/or for shelter from the sun.
14	k. Magnetic compass	The magnet won't work properly due to the difference of the moon's magnetic pull.
2	l. 5 gallons of water	Man needs water to live.
10	m. Signal flares	Won't work properly because there is no oxygen.
7	n. First aid kit containing injection needles	The first aid kit could be needed, but the needles are useless.
5	o. Solar-powered FM receiver-transmitter	Can be used to communicate with the mother ship.

Criteria	Superior	Excellent	Good	Fair	Poor
Involvement in group discussion	5	4	3	2	1
Personal Definition of Leadership	5	4	3	2	1
List of skills and abilities	5	4	3	2	1

they hope to develop					
Involvement in "space ship" activity	5	4	3	2	1
Overall Effort	5	4	3	2	1



# UNIT RESOURCES

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## Web Resources:

**Attachment(s):** Supplemental files not listed in assessment, learning experiences, and performance task.

## Materials & Equipment:

### What 21st Century Technology was used in this unit:

<input type="checkbox"/>	Slide Show Software	<input type="checkbox"/>	Graphing Software	<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Interactive Whiteboard	<input type="checkbox"/>	Calculator	<input type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input type="checkbox"/>	Desktop Publishing	<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Web Design Software	<input type="checkbox"/>	Blog	<input type="checkbox"/>	Video
<input type="checkbox"/>	Animation Software	<input type="checkbox"/>	Wiki	<input type="checkbox"/>	Electronic Game or Puzzle Maker
<input type="checkbox"/>	Email	<input type="checkbox"/>	Website		