



FOUNDATION SKILLS

PATHWAY: All Pathways
COURSE: All CTAE Courses
UNIT 8.2: Styles of Leadership



INTRODUCTION

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

In this unit, students will learn the styles of leadership and understand the importance of being a strong leader.

Grade(s):

X	9 th
X	10 th
X	11 th
X	12 th

Time: One-two 50 minute periods.

Author: Meghan Cline, Eve Felton, Cliff Ricketts

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

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

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 recognize that there are many leadership styles.

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 qualities does an effective leader possess?
- What roles must an effective leader play?
- How do you become a successful leader?

Knowledge from this Unit: Factual information.

- Students will describe personality styles that a leader may possess.
- Students will explain traits that an effective leader must possess.

Skills from this Unit: Performance.

- Students will be able to discern the different leadership styles of each member in a group setting.



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: Personality Styles

Assessment(s) Description/Directions:

Display and explain to students the attached Personality Styles transparency.

Assess students' knowledge by instructing them to complete the attached Power Point quiz game.

Attachments for Assessment(s): Please list.

Personality Styles Transparency

Personality Styles Game



LEARNING EXPERIENCES

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 qualities does an effective leader possess?
- What roles must an effective leader play?
- How do you become a successful leader?

3. Identify and review the unit vocabulary.

Authoritarian
Compromiser
Contributor
Democratic
Distracter
Dominator
Elaborator
Encourager
Follower
Information-giver
Information-seeker
Integrator
Laissez-faire
No-show
Opinion-giver
Opinion-seeker
Protestor
Recognition-seeker

4. Start class discussion on the importance of leadership (types of leaders, examples of effective leaders, etc.)
5. Have students define leadership.
Leadership is the ability to move or influence others toward achieving a common goal. How do students definitions compare to the given definition?
6. Discuss what two jobs must successful leaders complete in order to provide leadership for their group.
 1. Task role - this involves giving direction to the group in working toward completing the group's goals. The leader keeps the group moving toward its goals and helps the group in being productive. Getting the job done is the main concern in this role.
 2. Relationship role - this involves building, improving, and maintaining positive relations within the group. Leaders build teamwork between group members and develop the group into a team working together for a common objective.
7. How do you become a successful leader?
 1. Study the qualities of good leaders and learn from their mistakes. Listen, but do not imitate.
 2. Analyze yourself, determining your weak and strong points. Set goals for improvement.
 3. Learn how to take directions.
 4. Learn about groups in general and how they function. Identify the types of people in a group.
 5. Make and follow a plan to develop personal leadership skills.
8. What different leadership styles did you see being exhibited? (Write questions and student responses on the board). Possible student responses:
 - A. Overbearing
 - B. Pushy
 - C. Pushover (easy-going)
 - D. Bossy
 - E. Fair
 - F. Team oriented
 - G. Supportive
9. Why is the style of leadership important when leaders are dealing with others? Possible student responses:
 - A. To understand why people do what they do
 - B. To know how to work with different types of leaders
 - C. To be able to adapt our own style of leadership
10. What do we need to know in order to work effectively with other leaders? Possible answers:
 - A. The different leadership styles and their characteristics
 - B. Different personality types
 - C. How to work with people different from ourselves
11. Assessment Activity
12. Set up classroom as an airport and have students perform the leadership activity.

Attachments for Learning Experiences: Please list.

Handout for other styles of leadership:

	Description	Positive	Negative
1	Most absolute, most organized. Structure is critical. Methodical, hard-working, follows rules, dependable. Data collector. Doesn't make decisions easily, hasn't seen it all yet. Process may be more important than result. Takes notes, is analytical; expects others to be organized; finishes tasks; sequential; hard to distract; likes to set up systems and structures; loves facts and deadlines and sequences and straight margins.	<ul style="list-style-type: none"> -Tests for clarity -Encourages others to provide support for ideas -Considers all sides -Welcomes information 	<ul style="list-style-type: none"> -Overly detail oriented -May intimidate by asking pointed questions -Minimizes value of non-technical information -Discounts information from unknowns
2	Room at the top for one. Loves to be in control; loves recognition; likes to tell others what to do. Structure is important. Confident, goal oriented. Bottom line: not interested in all the facts, just the outcome. Makes decisions easily, doesn't change minds easily. Can be impulsive; doesn't delegate easily; resists change, clutter, and ideas of others.	<ul style="list-style-type: none"> -Gets to heart of matter quickly -Concentrates on task at hand -Helps others focus -Encourages others to be organized and concise -Identifies inconsistencies 	<ul style="list-style-type: none"> -Jumps to conclusions -Finishes thoughts of others -Asks blunt questions -Appears critical
3	Best communicator. No rough edges; a people person; likes harmony, circles others, nurtures; happy if others are happy. Dislikes conflict and discord; relationships are more important than process or product. Sensitive, wants to be liked; amiable, friendly. Finds it hard to delegate - May hurt the feelings of others; avoids unpopular decisions; finds it hard to say no. Can be taken advantage of; insulates self from emergencies, conflict; helps others, sometimes to own disadvantage.	<ul style="list-style-type: none"> -Caring and concerned about others -Non-judgmental -Provides clear feedback -Identifies emotional state of others -Interested in building relationships 	<ul style="list-style-type: none"> -Over-involved with feelings of others -Avoids confrontation -May appear to be intrusive -Adopts emotional state of others
4	Most creative, most chaotic. Has no parameters; doesn't need closure. Has many ideas, but doesn't focus well on any given task. Follow-through is difficult; jumps around from idea to idea; is easily distracted or dissuaded. Doesn't delegate well & doesn't see the need. No need for structure; good theories, but not good at implementation; may have a lot of wasted motion; can do a lot at once.	<ul style="list-style-type: none"> -Open to ideas of others -Encourages others to be creative and innovative -Flexible 	<ul style="list-style-type: none"> -Takes a long time to make decisions -Overly expressive -Has difficulty staying focused -May appear flighty -Gets bored easily

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



CULMINATING PERFORMANCE TASK (Optional)

Culminating Unit Performance Task Title: Airplane Activity

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

Activity: Have class break into groups of two. Let students choose to be the supervisor or the worker. Workers will be blindfolded. Workers will have a stack of colored paper in front of them (use a different color for each group). Inform workers that they will be blindfolded and have 10 minutes to fold as many paper airplanes as possible. The supervisor’s job is to instruct the worker on how to make a paper airplane and make sure the airplanes are folded correctly. After 10 minutes are up, have the worker gather all airplanes (while still blindfolded) and transport them and the worker to the ‘airport’. Line up workers and allow one minute to throw as many paper airplanes as possible. The supervisor will hand them the airplanes to throw. After one minute is up, the team who threw the paper airplane the furthest receives a prize for working as a team and exemplifying leadership skills.

If time permits, have the worker and supervisor switch and do the activity again.

After the activity is complete, break into groups of 6-10 and have students discuss styles of leadership and how well their team worked together.

Attachments for Culminating Performance Task: Please list.

Optional rubric.

Criteria	Excellent	Great	Good	Fair	Poor
Cooperation or Effective Leadership					
Discussion Participation					
Success Rate					



UNIT RESOURCES

Web Resources:

Attachment(s):

Materials & Equipment:

Blindfolds

Colored Paper

What 21st Century Technology was used in this unit:

<input checked="" 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 checked="" type="checkbox"/>	Electronic Game or Puzzle Maker
<input type="checkbox"/>	Email	<input type="checkbox"/>	Website		