

Unit:
Building Bridges to Leadership

Course Title: LEADERSHIP DYNAMICS

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Section I: General Information and Overview

Grade Level: 09-12

Suggested Number of Lessons: 20 60-min. or 14 90-min.

Suggested Time to Complete Unit: 4 weeks

Unit Overview: In this unit students will analyze different styles of decision making. They will demonstrate their abilities to conduct formal meetings. Students will explore leadership opportunities in their school and local community.

Section II: Essential Questions

What are the different approaches to decision making?

What are the parliamentary procedures for conducting a meeting?

What opportunities exist in school and community to help in developing leadership abilities?

How do ethical and social behaviors affect me in decision making?

Section III: Major Focus

Technical Content CTE Program of Studies	Learner Activities (Enabling Knowledge and Skills/Processes)	Core Content For Assessment	Academic Expectations	SCANS Skills
Make informed decisions using decision making process.	Research the difference between the terms problem , problem solving , and decision making . Analyze the advantages and disadvantages of group problem solving and decision making by forming groups to discuss the topic and give a verbal report.	PL-HS-1.1.2 Students will apply and justify effective strategies for responding to stress, conflict, peer pressure, bullying and harassment (e.g., problem-solving, decision-making, relaxation techniques, communication, conflict resolution, anger management, time management, refusal skills, self-advocacy).	2.1 Students understand scientific ways of thinking and working and use those methods to solve real-life problems.	<p>C4 Human Resources</p> <p>C5 Acquires and evaluates information</p> <p>C7 Interprets and communicates information</p> <p>F8 Decision Making</p> <p>F9 Problem solving</p>
	Review the scientific method for arriving at a solution (see Leadership: Personal Development and Career Success , pp. 314-317).	PL-HS-1.1.2 Students will apply and justify effective strategies for responding to stress, conflict, peer pressure, bullying and	2.1 Students understand scientific ways of thinking and working and use those methods to solve real-life	<p>C5 Acquires and evaluates information</p> <p>C10 Teaches Others</p>

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	<p>Step 1: Recognize the problem Step 2: Determine your alternatives Step 3: Gather information Step 4: Evaluate your alternatives Step 5: Select a workable alternative Step 6: Carry out your solution Step 7: Evaluate your results</p> <p>Given a problem or scenario created by the teacher, work in a group and, using the steps above, come to a decision, then write a detailed report on how the scientific method of problem solving was used to do so.</p>	<p>harassment (e.g., problem-solving, decision-making, relaxation techniques, communication, conflict resolution, anger management, time management, refusal skills, self-advocacy).</p>	<p>problems</p>	<p>F6 Speaking F8 Decision Making</p>
	<p>Research on the Internet different methods a group can use to approach solving problems and making decisions.</p> <p>Given one problem solving method, each student will write a situation in which a committee would have to make a decision in order to solve a problem. Each situation should demonstrate a different method to solve a problem.</p>	<p>PL-HS-1.1.3 Students will identify and explain changes in roles, responsibilities and skills needed to effectively work in groups throughout life (e.g., setting realistic goals, time and task management, planning, decision- making process, perseverance).</p>	<p>2.1 Students understand scientific ways of thinking and working and use those methods to solve real-life problems</p>	<p>C5 Acquires and evaluates information C10 Teaches Others F2 Writing C18 Selects Technology</p>
	<p>Working in groups, have each group use a different method to solve one of the situations that were turned in from the previous class and report their results to the class.</p>	<p>PL-HS-1.1. Students will identify and explain changes in roles, responsibilities and skills needed to effectively work in groups throughout life (e.g., setting realistic goals, time and task management, planning, decision- making process, perseverance).</p>	<p>4.1 Students effectively use interpersonal skills. 4.2 Students use productive team membership skills. 4.6 Students demonstrate an open mind to alternative perspectives.</p>	<p>C9 Participates C10 Teaches Others F5 Listening C12 Exercise Leadership F9 Problem solving</p>

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<p>Demonstrate appropriate parliamentary procedure skills used in meetings.</p>	<p>Listen to a presentation on the basics of parliamentary procedure and how it is useful in conducting meetings.</p> <p>Explore parliamentary procedures on the Internet. Each student should research a different type of motion, as assigned by the teacher.</p> <p>www.csufresno.edu/comm/cagle-p3.htm</p> <p>www.parli.com</p>	<p>PL-HS-4.2.1 Students will identify individual work habits/ethics (e.g., individual/team responsibilities, willingness to learn, integrity, respect, confidentiality, self-discipline, problem-solving, punctuality, communication skills) and explain their importance in the workplace.</p>	<p>4.1 Students effectively use interpersonal skills.</p> <p>4.2 Students use productive team membership skills.</p> <p>4.6 Students demonstrate an open mind to alternative perspectives</p>	<p>F2 Writing</p> <p>C18 Selects Technology</p> <p>C10 Teaches Others</p>
	<p>Working in committees, practice conducting meetings. Using situations created during a previous lesson, conduct mock meetings. Each member will take a turn as presiding officer. Use an order of business that includes:</p> <ul style="list-style-type: none"> --Call to order --Reading and approval of minutes --Reports of officers --Reports of special committees --Special orders --Unfinished business and general orders --New business <p>Video record each group as they conduct a meeting.</p> <p>Discuss the responsibilities and characteristics of officers and members, and analyze each other's performance, using the video record as needed.</p> <p>(The following activity can take place concurrently with the previous activity.) Using situations created during a</p>	<p>PL-HS-1.1.3 Students will identify and explain changes in roles, responsibilities and skills needed to effectively work in groups throughout life (e.g., setting realistic goals, time and task management, planning, decision- making process, perseverance).</p>	<p>4.1 Students effectively use interpersonal skills.</p> <p>4.2 Students use productive team membership skills.</p> <p>4.6 Students demonstrate an open mind to alternative perspectives</p>	<p>C9 Participates</p> <p>C10 Teaches Others</p> <p>C12 Exercise Leadership</p> <p>C14 Works with cultural diversity</p>

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	<p>previous lesson, conduct mock meetings where different types of motions are handled. Each member will be assigned a motion to make. Video record each group as they conduct a meeting. Discuss how the motions were handled. Were each of the motions made correctly? Analyze each other's performance, using the video record as needed.</p> <p>(The following activity can take place concurrently with the previous activities.) One member will act as secretary, recording sufficient information to describe how members came to a reasonable decision. The minutes should include the name of the organization or committee, date and time of the meeting, who called it to order, who attended, all motions made, any conflicts, when the meeting ended, and who developed the minutes. Make copies of the minutes to be reviewed at the next meeting. Repeat for each member to act as secretary.</p>			
<p>Analyze leadership opportunities available in school and community.</p>	<p>Invite local leaders to speak to students about leadership opportunities in the community and how students can become involved.</p> <p>Create committees to address community needs such as park cleanup and restoration, parade floats, home repairs for families in need. Ask local leaders to be honorary members of those committees. An example: Student volunteers in an automotive class might come in after school to repair, free of</p>	<p>PL-HS-4.1.5 Students will analyze and evaluate a variety of resources (e.g., Internet, print materials, guest speakers, mentors) that could be used to determine advantages and disadvantages (e.g., preparation, salary, benefits, demands of job, location, work environment) of various occupations.</p>	<p>2.33 Students demonstrate the skills to evaluate and use services and resources available in their community.</p>	<p>C1 Time</p> <p>C5 Acquires and evaluates information</p> <p>C12 Exercise Leadership</p> <p>F5 Listening</p>

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	charge, vehicles of families who cannot afford repair costs. Students would organize the project through committee work.			
	<p>Enter student organization parliamentary procedure/ chapter meeting competitions. Form teams of officers to compete at local, regional and state levels. Examples of organizations that promote leadership and working in teams:</p> <ul style="list-style-type: none"> ▪ DECA ▪ FBLA ▪ FCCLA ▪ FFA ▪ FEA ▪ HOSA ▪ SkillsUSA ▪ TSA ▪ STLP ▪ Beta Club ▪ 4-H 	<p>PL-HS-4.2.2 Students will describe team skills (e.g., setting goals, listening, following directions, questioning, communicating, problem-solving, dividing work, conflict resolution, mediation) and evaluate the role of team skills in today's workplace.</p>	<p>4.1 Students effectively use interpersonal skills.</p> <p>4.2 Students use productive team membership skills.</p> <p>4.6 Students demonstrate an open mind to alternative perspectives</p>	<p>C9 Participates</p> <p>C10 Teaches Others</p> <p>C12 Exercise Leadership</p> <p>C14 Works with cultural diversity</p>
Describe how ethical and social behaviors affect individuals.	<p>Research the Internet on workplace ethics. Identify values widely held in society and the workplace.</p> <p>Write a report that gives examples of leaders who have good work ethics and examples of leaders who do not.</p>	<p>SS-HS-2.3.2 Students will explain and give examples of how compromise and cooperation are characteristics that influence interaction (e.g., peace studies, treaties, conflict resolution) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).</p>	<p>2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p>	<p>C9 Participates</p> <p>C10 Teaches Others</p> <p>C12 Exercise Leadership</p> <p>C14 Works with cultural diversity</p>
	Form groups and discuss the six pillars of character as found on the following website:	<p>PL-HS-4.2.2 Students will describe team skills (e.g., setting goals, listening, following</p>	<p>2.17 Students interact effectively and work cooperatively with the many</p>	<p>C9 Participates</p> <p>C10 Teaches Others</p>

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	<p>www.charactercounts.org/defsix.htm</p> <p>Each group will report to the class how the six pillars of character apply to the workplace.</p>	<p>directions, questioning, communicating, problem-solving, dividing work, conflict resolution, mediation) and evaluate the role of team skills in today's workplace.</p>	<p>ethnic and cultural groups of our nation and world.</p>	<p>C12 Exercise Leadership</p> <p>C14 Works with cultural diversity</p>

Section IV: Culminating Project with Scoring Guide

Create a project such as planning a school picnic or a school dance. Form a committee to accomplish the project with regularly scheduled meetings that follow parliamentary procedures. Meeting minutes must be kept as well as a treasurer's report. Conduct a simulated business meeting dictated by an order of business that includes: Call to order, reading and approval of minutes, reports of officers, reports of special committees, special orders, unfinished business and general orders, and new business. No fewer than 6 motions should be performed with at least one motion of each of the following types: privileged, subsidiary, main, incidental, and motions that bring a question again before the assembly.

Scoring Guide: Business Meetings

CATEGORY	Distinguished (4)	Proficient (3)	Apprentice (2)	Novice (1)
Voice, Poise, Delivery	Speaks with clarity and distinctly all (100-95%) the time and mispronounces no words.	Speaks with clarity and distinctly all (100-95%) the time and mispronounces one word.	Speaks with clarity and distinctly all (94-85%) the time and mispronounces more than one word.	Often mumbles or cannot be understood OR mispronounces more than one word.
Posture and Eye Contact	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation.
Group Work	The group functioned exceptionally well. All members listened to, shared with and supported the efforts of others.	The group functioned pretty well. Most members listened to, shared with and supported the efforts of others. The group (all members) was almost always on task!	The group functioned fairly well but was dominated by one or two members. The group (all members) was almost always on task!	Some members of the group were often off task AND/OR were overtly disrespectful to others in the group AND/OR were typically disregarded by other group members.
Required Motions	Obtaining the floor, handling of all 5 required motions, and presentation of reports are properly demonstrated.	Five motions properly made; obtaining the floor properly demonstrated.	Several motions omitted; obtaining the floor properly demonstrated.	Several motions omitted and the floor was not properly obtained.

Section V: Assessment

- Assignments
- Quizzes
- Minutes of meetings
- Competition

Section VI: Support Materials (i.e. Resources, Technology, and Equipment)

A. Resources:

Resource texts--

- **Leadership: Personal Development and Career Success.** Ricketts, C. (2003). Albany, NY: Delmar.
- **Succeeding in the World of Work.** Kimbrell, G. & Vineyard, B. S. (2003). Woodland Hills, CA: Glencoe/McGraw-Hill.

Other materials—

- **Leading with Character.** Farmer, B. W., Farmer, E. I., & Burrow, J. L. (2008). Mason, OH: Thomson South-Western.
- **Robert's Rules of Order**, text or online: www.robertsrules.com
- Student Organizations:
 - DECA (www.deca.org)
 - FBLA (Future Business Leaders of America-Phi Beta Lambda: www.fbla-pbl.org)
 - FCCLA (Family, Career and Community Leaders of America: www.fcclainc.org)
 - FFA (FFA.org)
 - FEA (Future Educators Association: www.pdkintl.org/fea/feahome.htm)
 - HOSA (Health Occupations Students of America: www.hosa.org)
 - SkillsUSA: (www.skillsUSA.org)
 - TSA (Technology Student Association: www.tsaweb.org)
 - STLP (Student Technology Leadership Program: education.ky.gov/KDE/Instructional+Resources/Technology/Student+Initiatives/STLP+Student+Technology+Leadership+Program/)
 - Beta Club (www.betaclub.org)
 - 4-H (www.4husa.org/)

B. Web Sites

www.charactercounts.org/defsix.htm

www.csufresno.edu/comm/cagle-p3.htm

www.parli.com

C. Technology and Equipment

Computers

Video recorders to assess performance in roles of a committee.

Easel

Podium

Gavel