

# **Unit: Who Am I?**

**Course Title: LEADERSHIP DYNAMICS**

**Unit Title:** Who Am I?

**Section I:** Investigate Leadership Categories and Styles

**Grade Level:** 9-12    **Suggested Number of Lessons:** 15 90-min. or 25 60-min.    **Suggested Time to Complete Unit:** 3 weeks

**Unit Overview:** In this unit students will identify and investigate the various styles of leadership and formulate a decision on their personal styles of leadership based on the types of leadership presented in class. Students should be able to relate these styles to various leadership positions within the respective student organizations.

**Section II: Essential Questions**

- How do those productive traits of a leader that I possess support my role as a leader?
- How may my leadership skills be utilized in a student organization?
- How do leadership roles as a member of a productive global society lead to a better environment for others?
- How would my personal strengths as a leader on the jobsite be useful to my employer?

**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
Identify types of leadership and determine personal style.	Analyze definitions of the word <i>leadership</i> as given by <a href="http://www.dictionary.com">www.dictionary.com</a> , student organization materials, and by students. Discuss meanings and develop a personal meaning of <i>leadership</i> .	<b>PL-HS-4.2.1</b> 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.	<b>1.1</b> Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.	<b>F2</b> Writing <b>F1</b> Reading
	Describe the four personality traits as identified by Hippocrates (influencing, dominance, conscientiousness, and steadiness) and complete a variety of	<b>PL-HS-1.1.1</b> Students will explain the importance of effective social interaction skills (e.g., respect, self-advocacy,	<b>1.1</b> Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference pro-	<b>F2</b> Writing <b>F16</b> Self-Management- Assess self. personal

Technical Content CTE Program of Studies	Learner Activities (Enabling Knowledge and Skills/Processes)	Core Content For Assessment	Academic Expectations	SCANS Skills
	<p>personality profile assessments at <a href="http://www.geocities.com/lifexplore/tests.htm">www.geocities.com/lifexplore/tests.htm</a>. Analyze the relationship of the personality profile results to the four personality traits as identified by Hippocrates, and connect your traits as a leader to one of the four. Further information can be found in <b>Leadership: Personal Development and Career Success</b>.</p>	<p>cooperation, communication, identifying different perspectives and points of view, empathy, personal growth, relationship building, fulfilling commitments).</p>	<p>grams and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.</p>	<p>goals, self-control <b>F1</b> Reading</p>
	<p>Complete a profile survey from <b>Personality Plus</b> or a similar one found on the Internet to measure your potential success as a leader. Do you agree with the results? Draw conclusions from the survey, charting areas that are positive and areas that may need improvement.</p>	<p><b>PL-HS-1.1.1</b> Students will explain the importance of effective social interaction skills (e.g., respect, self-advocacy, cooperation, communication, identifying different perspectives and points of view, empathy, personal growth, relationship building, fulfilling commitments).</p>	<p><b>1.1</b> Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.</p>	<p><b>F16</b> Self-Management- Assess self, personal goals, self-control <b>F1</b> Reading</p>
	<p>Compare the similarities of extroverts and introverts from Internet-based research. Develop a poster showing similarities and differences between extrovert and introvert personality types. Do these two types of personalities have a place in leadership? Construct your response in a format that connects the two types to effective leadership.</p>	<p><b>PL-HS-4.2.1</b> 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><b>3.4</b> Students demonstrate the ability to be resourceful and creative. <b>4.2</b> Students use productive team membership skills.</p>	<p><b>F2</b> Writing</p>
	<p>Listen to a lecture describing communication styles of the four personality types (influencing, dominance, conscientiousness, and steadiness). How do these people communicate differently? List examples of where you have come in con-</p>	<p><b>PL-HS-4.1.3</b> Students will describe academic and non-academic benefits (e.g., communication skills, computer/technical skills, mathematical skills, scientific observation</p>	<p><b>2.37</b> Students demonstrate skills and work habits that lead to success in future schooling and work. <b>4.2</b> Students use productive</p>	<p><b>C9</b> Participates-Group</p>

Technical Content CTE Program of Studies	Learner Activities (Enabling Knowledge and Skills/Processes)	Core Content For Assessment	Academic Expectations	SCANS Skills
	<p>tact with an individual with each of these personality types. Were they effective forms of communication?</p> <p>Working with two other individuals, develop and present a 60-second skit that demonstrates one of the forms of leadership. Observe class members presenting other skits about leadership forms.</p>	<p>and inquiry skills, teamwork skills, work experience, professional references, insight into tasks and work environments) acquired from a range of education and training options (e.g., college, apprenticeships, internships, on-the-job training military) and interpret ways education and training can impact life-long earning potential and future career opportunities.</p>	<p>team membership skills.</p> <p><b>3.4</b> Students demonstrate the ability to be resourceful and creative.</p> <p><b>6.2</b> Students use what they already know to acquire new knowledge, develop new skills, or interpret new experiences.</p>	
	<p>Read about the communication continuum in <b>Leadership: Personal Development and Career Success</b> (pp. 46-49). Discuss passive and assertive communication.</p> <p>Evaluate where you would like to be on the communication continuum and list 5 ways you can reach this goal.</p>	<p><b>PL-HS-4.1.3</b> Students will describe academic and non-academic benefits (e.g., communication skills, computer/technical skills, mathematical skills, scientific observation and inquiry skills, teamwork skills, work experience, professional references, insight into tasks and work environments) acquired from a range of education and training options (e.g., college, apprenticeships, internships, on-the-job training military) and interpret ways education and training can impact life-long earning potential and future career opportunities.</p>	<p><b>2.37</b> Students demonstrate skills and work habits that lead to success in future schooling and work.</p>	<p><b>F1</b> Reading</p> <p><b>F2</b> Writing</p> <p><b>F16</b> Self-Management- Assess self, personal goals, self-control</p>
<p>Compare and contrast positive characteristics of leaders.</p>	<p>Identify leadership concepts and quotes from significant leaders throughout history such as Lincoln, Gandhi, Winston Churchill, Colin Powell. Visit</p>	<p><b>PL-HS-4.2.1</b> Students will identify individual work habits/ethics (e.g., individual/team responsibilities, willingness to</p>	<p><b>2.14</b> Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them</p>	<p><b>F1</b> Reading</p> <p><b>F2</b> Writing</p>

Technical Content CTE Program of Studies	Learner Activities (Enabling Knowledge and Skills/Processes)	Core Content For Assessment	Academic Expectations	SCANS Skills
	<p><a href="http://www.legacee.com/Info/Leadership/Definitions.html">http://www.legacee.com/Info/Leadership/Definitions.html</a> for examples and compile a report on why or why not others consider this individual to be a quality leader. Do you agree? Develop a logical argument discussing your research and personal feelings. Debate the leadership pros and cons of one of these leaders with classmates.</p>	<p>learn, integrity, respect, confidentiality, self-discipline, problem-solving, punctuality, communication skills) and explain their importance in the workplace.</p>	<p>to real-life situations.</p> <p><b>1.1</b> Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.</p>	<p><b>C9</b> Participates-Group</p>
	<p>Use various resources to identify leadership categories such as <i>trait, power and influence, traditional, popularity, situational</i> (as found in <b>Leadership: Personal Development and Career Success</b>) and leadership styles such as directing, coaching, supporting, and delegating (as found in <b>Succeeding in the World of Work</b>) that relate to personality traits. Develop a logical argument that justifies which one you feel is the most important.</p>	<p><b>PL-HS-1.1.1</b> Students will explain the importance of effective social interaction skills (e.g., respect, self-advocacy, cooperation, communication, identifying different perspectives and points of view, empathy, personal growth, relationship building, fulfilling commitments).</p>	<p><b>2.37</b> Students demonstrate skills and work habits that lead to success in future schooling and work.</p>	<p><b>F1</b> Reading</p>
	<p>Develop and present a skit demonstrating one of the above leadership categories. This may be done individually or working in groups.</p>	<p><b>PL-HS-1.1.1</b> Students will explain the importance of effective social interaction skills (e.g., respect, self-advocacy, cooperation, communication, identifying different perspectives and points of view, empathy, personal growth, relationship building, fulfilling commitments).</p>	<p><b>3.4</b> Students demonstrate the ability to be resourceful and creative.</p>	<p><b>C9</b> Participates-Group</p>

Technical Content CTE Program of Studies	Learner Activities (Enabling Knowledge and Skills/Processes)	Core Content For Assessment	Academic Expectations	SCANS Skills
	<p>Read about “the big picture” model (see <i>Leadership: Personal Development and Career Success</i>, p. 18). Evaluate “the big picture” model regarding leadership categories, behavior, and employment.</p> <p>Evaluate the impact of various leadership styles on behavior and future employment.</p> <p>Read article “One Student at a Time” from <i>Education Week</i>, 9/2004 or online at <a href="http://www.edweek.org/ew/articles/2004/09/22/04bigpicture.h24.html">www.edweek.org/ew/articles/2004/09/22/04bigpicture.h24.html</a> and discuss in small groups and relate to the big picture model. Share these group responses with the class and lead a discussion on leadership styles.</p>	<p><b>PL-HS-4.1.3</b> Students will describe academic and non-academic benefits (e.g., communication skills, computer/technical skills, mathematical skills, scientific observation and inquiry skills, teamwork skills, work experience, professional references, insight into tasks and work environments) acquired from a range of education and training options (e.g., college, apprenticeships, internships, on-the-job training military) and interpret ways education and training can impact life-long earning potential and future career opportunities.</p>	<p><b>1.1</b> Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.</p> <p><b>4.6</b> Students demonstrate an open mind to alternative perspectives.</p> <p><b>6.3</b> Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.</p>	<p><b>C9</b> Participates-Group</p> <p><b>F1</b> Reading</p>
	<p>Read about and discuss cognitive, affective and psychomotor learning domains (<i>Leadership: Personal Development and Career Success</i>).</p>	<p><b>PL-HS-1.1.1</b> Students will explain the importance of effective social interaction skills (e.g., respect, self-advocacy, cooperation, communication, identifying different perspectives and points of view, empathy, personal growth, relationship building, fulfilling commitments).</p>	<p><b>2.37</b> Students demonstrate skills and work habits that lead to success in future schooling and work.</p>	<p><b>C9</b> Participates-Group</p> <p><b>F1</b> Reading</p>
	<p>Explore learning styles on the Internet. Go to <a href="http://www.metacrawler.com">www.metacrawler.com</a> or other search engine, enter “learning style assessments” in the search field, and explore several of the learning styles as-</p>	<p><b>PL-HS-1.1.1</b> Students will explain the importance of effective social interaction skills (e.g., respect, self-advocacy, cooperation, communication,</p>	<p><b>4.2</b> Students use productive team membership skills.</p> <p><b>2.14</b> Students understand the democratic principles of jus-</p>	<p><b>F2</b> Writing</p> <p><b>F16</b> Self-Management- Assess self, personal goals, self-control</p>

Technical Content CTE Program of Studies	Learner Activities (Enabling Knowledge and Skills/Processes)	Core Content For Assessment	Academic Expectations	SCANS Skills
	<p>sessments. Analyze the record of similarities of strengths concluded from the survey and relate these strengths to placement as a leader in society.</p>	<p>identifying different perspectives and points of view, empathy, personal growth, relationship building, fulfilling commitments).</p>	<p>tice, equality, responsibility, and freedom and apply them to real-life situations.</p> <p><b>5.3</b> Students organize information to develop or change their understanding of a concept.</p>	
	<p>Compile a case study of a classmate who considers himself or herself to be of a different learning style than yourself. Discuss factors that indicate in which learning style the selected classmate learns best. Suggest areas within student organizations where that classmate could be an effective leader.</p>	<p><b>PL-HS-1.1.1</b> Students will explain the importance of effective social interaction skills (e.g., respect, self-advocacy, cooperation, communication, identifying different perspectives and points of view, empathy, personal growth, relationship building, fulfilling commitments).</p>	<p><b>4.2</b> Students use productive team membership skills.</p>	<p><b>C9</b> Participates-Group</p>
	<p>Discuss the importance of intelligence and how it relates to leadership. Can leadership be effective without a leader being considered intelligent?</p> <p>Invite a school counselor into class to discuss IQ testing. Identify sample questions, testing times, and impact of scores.</p> <p>Write a journal entry about what others are referring to when they comment on “common sense” versus “book sense.” How might both of these individuals still be considered leaders?</p>	<p><b>PL-HS-4.1.3</b> Students will describe academic and non-academic benefits (e.g., communication skills, computer/technical skills, mathematical skills, scientific observation and inquiry skills, teamwork skills, work experience, professional references, insight into tasks and work environments) acquired from a range of education and training options (e.g., college, apprenticeships, internships, on-the-job training military) and interpret ways education and training can impact life-long earning potential and future career opportunities.</p>	<p><b>2.16</b> Students observe, analyze, and interpret human behaviors, social groupings and institutions to better understand people and the relationships among individuals and among groups.</p>	<p><b>F2</b> Writing</p> <p><b>F5</b> Listening</p>

Technical Content CTE Program of Studies	Learner Activities (Enabling Knowledge and Skills/Processes)	Core Content For Assessment	Academic Expectations	SCANS Skills
Identify the role of leadership in a global society	Working in groups with members selected randomly and using the previous material, determine the leadership style of each team member. Work together to analyze each individual's best position as an associate at a major company such as Wal-Mart, Kroger, or Ford. Visit the website of any major company, review available positions and requirements, and look for leadership qualities those companies expect their employees to possess. Identify the company and position for which each group member would be best qualified.	<b>PL-HS-4.2.2</b> 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><b>2.19</b> Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p> <p><b>2.37</b> Students demonstrate skills and work habits that lead to success in future schooling and work.</p> <p><b>5.3</b> Students organize information to develop or change their understanding of a concept.</p>	<p><b>C9</b> Participates-Group</p> <p><b>F16</b> Self-Management-Assess self, personal goals, self-control</p>
	Identify five of your strongest qualities as a leader and develop a plan (goal sheet) on how to use these strengths in improving leadership skills at school, student organizations and in the workplace.	<b>PL-HS-4.2.1</b> 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.	<b>2.37</b> Students demonstrate skills and work habits that lead to success in future schooling and work.	<p><b>F2</b> Writing</p> <p><b>F16</b> Self-Management-Assess self, personal goals, self-control</p>
Assess the role that qualified leaders have on the success of organizations	Explain how knowing the strengths and weaknesses of each of the personality traits will help you become a better leader as a member of a team. Talk about this with the instructor and discuss possibilities of an effective leadership position for you within a student organization.	<b>PL-HS-4.2.2</b> Students will describe team skills (e.g., setting goals, listening, following directions, questioning, communicating, problem-solving, dividing work, conflict resolution, mediation) and evaluate the	<p><b>4.2</b> Students use productive team membership skills.</p> <p><b>2.14</b> Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them</p>	<p><b>F2</b> Writing</p> <p><b>F16</b> Self-Management-Assess self, personal goals, self-control</p>

Technical Content CTE Program of Studies	Learner Activities (Enabling Knowledge and Skills/Processes)	Core Content For Assessment	Academic Expectations	SCANS Skills
		role of team skills in today's workplace.	to real-life situations.	
	Identify, list and discuss what qualified leaders do for an organization. What is the importance of each of these traits?	<b>PL-HS-4.2.2</b> 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.	<b>2.37</b> Students demonstrate skills and work habits that lead to success in future schooling and work.	<b>F2</b> Writing <b>F16</b> Self-Management- Assess self, personal goals, self-control

## Section IV: Culminating Project with Scoring Guide

Develop a chart, picture, or matrix showing the relationship between personality types, extroverts and introverts, leadership styles, communication styles, student organizations, and career groups. Develop this for your traits as a leader. The relationships displayed in this product should give an overview of you as a leader and the leadership style and characteristics you possess. For example, you may create a flowchart that would have your name at the top with each of the above components as a branch of the flowchart and reasoning on why you consider yourself an extrovert.

### Scoring Guide: Leadership Traits

<b>CATEGORY</b>	<b>Distinguished (4)</b>	<b>Proficient (3)</b>	<b>Apprentice (2)</b>	<b>Novice (1)</b>
<b>Required Components</b>	Leader has developed a well-grounded platform with all required components (personality type, extrovert/ introvert, leadership style, communication style, career groups).	The leader has developed a platform with all required components.	The leader has developed a platform with a majority of required components.	The leader has developed a platform with few required components.
<b>Guide to Decision Making</b>	Leadership platform presents a clear guide to decision-making with examples.	The leadership platform presents a clear guide to decision-making.	The leadership platform suggests impact on decision-making.	The leadership platform provides no guidance for decision-making.
<b>Roles of a Leader</b>	Platform clearly focuses on role(s) of a leader in appropriate student organization.	Platform focuses on role(s) of a leader in appropriate student organization.	Platform implies a focus on role(s) of a leader in appropriate student organization.	Platform does not focus on role(s) of a leader in appropriate student organization.
<b>Extrovert/ Introvert Standing</b>	Platform identifies the leader's standing as an extrovert or introvert, with explanation.	The platform identifies the leader's standing as an extrovert or introvert.	The platform implies the leader's standing as an extrovert or introvert.	The platform does not identify the leader's standing as an extrovert or introvert.
<b>Personal Leadership Style</b>	The platform explicitly states the leader's personal leadership style, and connects it to other components.	The platform explicitly states the personal leadership style.	The platform implies the leader's personal leadership style.	The platform has an unclear or unidentifiable personal leadership style.
<b>Communication With Others</b>	The platform describes how the leader will communicate with others and provides examples.	The platform describes how the leader will communicate with others.	The platform suggests minimal communication with others.	The platform does not discuss how the leader will communicate with others.
<b>Career Stance</b>	The platform provides stated career stance of the leader and gives evidence of past ethical behaviors.	The platform provides stated career stance of the leader.	The platform implies career stance of the leader.	The platform does not include the career stance of the leader.

## Section V: Assessment

### Assignments

Quizzes

Completion of required individual and group assignments

Completion of online personality assessments

Required elements of unit entered into students personality and leadership profile notebook

Participation in culminating project

Use of technology to produce written documents, online surveys, and presentations.

## 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.
- ***Personality Plus.*** Littauer, F. (1997). Grand Rapids, MI: Revell.

### B. Web sites (samples of many available)

[www.metacrawler.com](http://www.metacrawler.com)

[http://web.tickle.com/tests/uiq/index\\_main.jsp](http://web.tickle.com/tests/uiq/index_main.jsp)

[www.edweek.org/ew/articles/2004/09/22/04bigpicture.h24.html](http://www.edweek.org/ew/articles/2004/09/22/04bigpicture.h24.html)

<http://www.legacee.com/Info/Leadership/Definitions.html>

[www.dictionary.com](http://www.dictionary.com)

### C. Technology and Equipment

Computers with Internet capability for research

Projector

Poster board

Markers

Facility for student skits