UNIT 4
TAKING ON A LEADERSHIP ROLE

Practical Problem:
How do I develop the knowledge and skills necessary to take on leadership roles?

Missouri Family and Consumer Sciences Competencies:
(PS/D-1) Define the roles of a responsible family member and citizen.
(PS/D-2) Demonstrate positive leadership skills.
(PS/D-3) Compare and contrast the duties of a responsible family member and citizen.

Enabling Objectives for Competency Mastery:
1. Describe the meaning of accountability for ones decisions and actions.
2. Determine the characteristics of a leader.
3. Apply the meaning of responsibility to family and community.

Teacher Background Information

Rationale
Leadership is a group process in which everyone has something to contribute. Leaders set examples and influence others. Leaders identify problems and take charge using problem-solving techniques. At times leaders must spend some of their time being a follower. Leadership will often change as the situation changes. Leadership is no longer one person in charge. The concept of Transformation Leadership has replaced the single charismatic leader.

Terry says that leadership is taking “responsibility for ourselves in concert with others . . . [creating] a global commonwealth [a self-governing group] worthy of the best that we human beings have to offer” (1993, p. 275). Drath and Palus (1994) describe leadership as a shared human process: leadership is meaning-making in a community of practice, i.e., “a group of people with a shared history of doing something, usually work, together” (p. 4). “Leadership is intimately connected to processes of group . . . and even species-wide integration and togetherness and ultimately to communal survival, growth, and enhancement” (p. 13). Thus, leaders do leadership.

Individuals are not born with leadership characteristics, but are shaped and inspired by their surroundings. Students need to identify positive leadership characteristics in order to improve their personal leadership skills.

Background
“Leadership is action, not position.” Donald H. McGannon
Leadership is responsibility, action and contribution to your school and community.
Leadership occurs in many different ways. There are different kinds of leadership. They are:

- Leadership of the moment
- Leadership by example
- Community leadership
- Job leadership
- Trail-blazing leadership

Leaders of the moment are people who take charge. Leadership may be based on the persons knowledge of the current event and/or skills needed to manage the event.

Leadership by example is being a role model for others. You become a leader through everyday actions and decisions.

Community leadership requires you to be involved in community activities. A leader in the community has a clear picture of what needs to be done and the steps necessary to carry out the task. Communication skills are important in community involvement. A leader needs to be clearly understood and have skills in public speaking.

Employers today look for potential employees who have organizational, effective communication, self-discipline, and problem-solving skills. Leadership qualities lead to advancement in career choices.

Trail-blazing leadership occurs when a person takes the initiative to invent a new product or become an entrepreneur. This type of leadership is important to the advancement in technology and the economy.

Leaders motivate the team to get the job done and keep the team members working together. Maintaining good communication between team members builds mutual respect.

Refer to *Qualities of a Good Leader* Fact Sheet for more information.

References:


Family, Career and Community Leaders of America, Inc. FCCLA Chapter Handbook; CD-Rom, FCCLA, Inc. Reston, VA: 2002

Family, Career and Community Leaders of America, Inc. FCCLA Programs for Individual Action and Recognition; Dynamic Leadership and Power of one; CD-Rom, FCCLA, Inc., Reston, VA: 2005
Websites:
Family, Career and Community Leaders of America, Inc. http://www.fcclainc.org
Instructional Strategies

1. Describe the meaning of accountability for one’s decisions and actions. (Competencies PS/D-1, PS/D-2)
   a. Make a timeline of the most important choices you will face during your lifetime. Show the ages at which you think you’ll be making those choices. Illustrate your timeline.

   Questions for Discussion/Formative Assessment
   - Which decisions have the greatest affect on your future?
   - What does it mean to be personally responsible?
   - Can a person demonstrate good leadership skills if they do not hold themselves accountable for daily decisions and actions?

   b. Use Activity Sheet #1: Check Your Listening Skills to focus on specific listening skills. Listening is an important part of leadership. This activity will highlight some skills you may wish to improve.

   Teacher Note: The activity below uses an instructional strategy called Listening Teams. You may wish to have students do this activity after you have presented information in class about leadership concepts and skills. Use the background information at the beginning of this unit, or materials from FCCLA’s Dynamic Leadership program to explore leadership concepts and skills with students.

<table>
<thead>
<tr>
<th>Team</th>
<th>Role</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Questioners</td>
<td>Ask at least two questions about the material presented.</td>
</tr>
<tr>
<td>2</td>
<td>Agreers</td>
<td>Tell which points they agreed with, or found helpful, and explain why.</td>
</tr>
<tr>
<td>3</td>
<td>Nay-sayers</td>
<td>Comment on which point(s) they disagreed with or found less helpful, and explain why.</td>
</tr>
<tr>
<td>4</td>
<td>Example Givers</td>
<td>Provide specific examples or uses for the information presented in the lecture or lesson.</td>
</tr>
</tbody>
</table>

   c. Divide students into four Listening Teams with specific assignments described above. Use the background information at the beginning of this unit, or materials from FCCLA’s Dynamic Leadership program, to explain leadership concepts and skills. Listening Teams will complete their assignment following the lecture.

   d. Complete Activity Sheet #2: Taking Responsibility for Actions to explore the behaviors of a person who accepts responsibility for their actions and decisions.

2. Determine the characteristics of a leader. (Competencies PS/D-1, PS/D-3)
   a. Complete Activity Sheet #3: My Leadership Profile. On the chalkboard, list the three leadership styles identified on the handout and list the consequences of using each leadership style. Decide which leadership style would work best when working in groups in this class.
b. Draw a continuum on the board or on an overhead transparency. Write the word “Success” on the right side of the continuum. Brainstorm ideas for the opposite of success. Many will say “failure.” Following the discussion questions below, ask students to complete Activity Sheet #4: Thinking It Over on the meaning of success.

Questions for Discussion/Formative Assessment
- What values are reflected in each leadership style?
- Which leadership style is best for your school organizations? Your family? Your community? Why?
- What would happen if a leader did not act in the best interests of a group?
- How can you, as a leader, know if you are acting in the best interests of a group?

Teacher Note: Failure is often thought of as the opposite of Success. However, Not Trying is really the opposite. Failure is some point on the continuum from Not Trying to Succeeding. Failure is part of learning and can lead to Success. Not Trying is the lowest point on the continuum and can never lead to Success.

c. Complete Activity Sheet #5: Getting Along With Others to explore the characteristics of good leaders in working with the diverse members in groups.

3. Apply the meaning of responsibility to family and community. (Competencies PS/D-2, PS/D-3)
   a. Invite a guest speaker from the community to talk about the importance and value of community involvement. Speakers might come from industry or service organizations.
   b. Complete a T-Chart describing your responsibilities as a family member. Post the charts around the room for students to read each other ideas. Tally how many students list the same items.
Teacher Note: An example of a T-Chart for family responsibilities might look like this:

<table>
<thead>
<tr>
<th>Looks Like</th>
<th>Feels Like</th>
<th>Sounds Like</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

- Plan and organize a “Parent’s Morning Out” where parents can bring their children for a few hours or a teacher appreciation event. Identify committees to plan each of the parts of this event. One group might plan fun activities, another group could coordinate publicity, etc.

### Summative Assessments

#### Paper and Pencil

1. Create a checklist for identifying leadership qualities at home, at school, at work, and in the community. Draw a Venn diagram to show which qualities overlap the various roles and which qualities are unique to one role. (Competencies PS/D-1, PS/D-3)

2. Write a biography about you and the goals you have achieved so far in life. Describe your leadership philosophy and outline your strengths and weaknesses as a leader. Explain the qualities you look for from leaders around you. (Competencies PS/D-1, PS/D-3)

3. Based on the information you gathered in Instructional Strategy 3(b), write a one-page explanation of why those characteristics describe responsibilities in your family. (Competencies PS/D-1, PS/D-3)

#### Classroom Experiences

1. As a class, plan and conduct an FCCLA meeting for your chapter. Develop an agenda which includes a program and time for chapter business. During the meeting, use Robert's Rules of Order. (Competencies PS/D-2)

2. Identify one leadership goal you want to realize this semester. Use the FCCLA planning process to identify the goal, create a plan of action, and implement the plan. Come back to this plan at the end of the semester and evaluate your progress. (Competencies PS/D-2)

#### Application to Real Life

1. Volunteer in your school or community. Identify an organization or event that you want to participate with. Make a plan for who, how, when, what, etc. you will do to contribute to this organization. You may choose the American Heart Association’s Heart Walk, a Saturday at the local food bank, or delivering meals to residents in your community, etc. (Competencies PS/D-2, PS/D-3)

2. Use Activity Sheet #6: Cooperative Team Self -- Assessment to evaluate Instructional Strategy 3(c). (Competencies PS/D-1, PS/D-3)
Qualities of a Good Leader

1. Leaders give service and time to the group. They take pride in being a part of community service programs.

2. Leaders build leadership skills in others by giving recognition to other members. Giving credit where credit is due.

3. Leaders listen to the ideas, problems, and concerns of others. A leader can accept positive and negative criticism. Good interpersonal skills are essential for leadership.

4. To be a leader, you must first be a manager. Leaders organize activities, projects, and tasks of the group. They are problem-solvers and direct decision-making within the group.

5. Leaders inspire others to participate and achieve. Leaders encourage other members to strive for excellence.

6. A good leader should be an active learner. They are constantly striving for self-improvement and new knowledge. The best leaders are strategic thinkers.

7. Leaders are optimistic, enthusiastic and cheerful. All good leaders have clear long-term visions.

8. Leaders have integrity. They set good examples and inspire others. True leadership is indirect in the sense that others want to follow you instinctively.

9. Leaders are dependable, reliable, and have perseverance. People respect them for being punctual and honoring their commitments. Leaders take responsibility for their actions and decisions.

10. Leaders remove themselves from their comfort zone and take reasonable risks.

11. Leaders have a high self-concept and treat themselves with respect. They take care of their physical, mental and social needs.
Check Your Listening Skills

Directions: Check your listening skills by answering the following questions.

Do you:

  ____  1. Want to remember what is being said?
  ____  2. Have an interest in the opinions of others?
  ____  3. Give the speaker your full attention?
  ____  4. Face the speaker?
  ____  5. Show facial expressions as feedback?
  ____  6. Maintain good eye contact?
  ____  7. Keep an open mind?
  ____  8. Allow the speaker to finish without interrupting?
  ____  9. Listen for main ideas: “My main point is...?”
  ____ 10. Recognize key phrases: “My main criticism is...?”
  ____ 11. Make an attempt to shut out other noises and distractions?
  ____ 12. Try to concentrate on what is being said?
  ____ 13. Anticipate what the speaker is going to say?
  ____ 14. Mentally summarize what the speaker has said?

If you answered “no” to more than five items above, you need to improve your listening skills. Keep a journal for one week and record the progress you have made. Note your improvements or regressions.
Taking On a Leadership Role

Competencies PS/D-1, D-2
Activity Sheet # 2

Name ________________________

Taking Responsibility for Actions

Directions: Read over the list below describing common reasons some students do not get their work done in school. Place a check mark in the box that best describes how you feel about each reason. Circle the number of each reason that you believe shows a lack of personal responsibility for actions.

<table>
<thead>
<tr>
<th>Reason</th>
<th>Good reason</th>
<th>Ok, if it doesn’t happen too often</th>
<th>Poor reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I don’t like school.</td>
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<tr>
<td>2. I don’t like some classes.</td>
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<tr>
<td>3. I was thinking about something else.</td>
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<tr>
<td>4. I didn’t get enough sleep the night before.</td>
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<td>5. I don’t like some teachers.</td>
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<td>6. I don’t want to do homework.</td>
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<tr>
<td>7. I just don’t care.</td>
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<tr>
<td>8. I thought I understood.</td>
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<tr>
<td>9. I am bored with school.</td>
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<tr>
<td>10. I had more important things to do.</td>
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<tr>
<td>11. I didn’t understand the directions.</td>
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<td>12. I was “daydreaming”.</td>
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<tr>
<td>13. I would rather have been somewhere else.</td>
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<tr>
<td>14. I was sick.</td>
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<tr>
<td>15. I can’t stand to be in school all day.</td>
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<tr>
<td>16. I can’t get organized to do assignments.</td>
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<td>17. I can’t get interested.</td>
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<tr>
<td>18. It was too noisy.</td>
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<td>19. A student next to me interrupted.</td>
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<tr>
<td>20. I had trouble remembering all the steps.</td>
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<tr>
<td>21. I let it go too long.</td>
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<tr>
<td>22. I didn’t have a paper or pencil.</td>
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<tr>
<td>23. Teachers don’t like me.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>24. I was doing another assignment.</td>
<td></td>
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<tr>
<td>25. I think most other kids are smarter.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26. I was talking to another student.</td>
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Taking On a Leadership Role

Competencies PS/D-1, D-3
Activity Sheet #3  Name ________________________

My Leadership Profile

Various leadership styles are needed for different circumstances. Determine your leadership style and compare it to the needs of the group you are leading. Place a checkmark beside those items that describe you as a leader.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I work best as a leader when I make the decisions, then supervise group members as they do their jobs.</td>
</tr>
<tr>
<td>2.</td>
<td>I like to involve other people in making decisions and deciding what the group will do.</td>
</tr>
<tr>
<td>3.</td>
<td>I like to inspire others to make their own contribution and work independently toward the group goal.</td>
</tr>
<tr>
<td>4.</td>
<td>I like to feel like I am in control of a group.</td>
</tr>
<tr>
<td>5.</td>
<td>I like to cooperate with others to work toward a group goal.</td>
</tr>
<tr>
<td>6.</td>
<td>I like to influence others to make whatever contribution they can.</td>
</tr>
<tr>
<td>7.</td>
<td>I believe a leader should oversee others to get a job done.</td>
</tr>
<tr>
<td>8.</td>
<td>I try to organize others, allowing them to work cooperatively.</td>
</tr>
<tr>
<td>9.</td>
<td>I prefer to delegate the work of a group, so that each member may work independently.</td>
</tr>
<tr>
<td>10.</td>
<td>When a conflict occurs, I prefer to select a solution that is best for all members.</td>
</tr>
<tr>
<td>11.</td>
<td>When a conflict occurs, I prefer to negotiate a solution best for all.</td>
</tr>
<tr>
<td>12.</td>
<td>When a conflict occurs, I prefer to influence the group, but allow each member to make their own choice.</td>
</tr>
</tbody>
</table>

Based on your responses to these questions, use the information below to determine your leadership style.

**Leadership Styles**

<table>
<thead>
<tr>
<th>Director Style:</th>
<th>Democratic Style:</th>
<th>Delegator Style:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The director controls and directs the group, supervising all actions and overseeing the activities of members. The result of this leadership style is group members who are largely dependent on their leader to organize the action of the group. Responses 1, 4, 7 and 10 represent this style.</td>
<td>The democratic leader involves group members and encourages cooperation so that members work interdependently. Negotiation differences and organizing the group so that each member makes an important contribution. Responses 2, 5, 8, and 11 represent this style.</td>
<td>A delegator inspires and influences other group members, empowering them to take action. This type of leader, however, delegates the authority to the point that members act independently of other members. Responses 3, 6, 9 and 12 represent this style.</td>
</tr>
</tbody>
</table>
Taking On a Leadership Role

Competencies PS/D-1, D-3
Activity Sheet #4

Name ____________________

It Over

The Facts Say…
Success means…

Failure means…

After Thinking It Over, I say…
Success means to me…

Failure means to me…

Success means to me…
Taking On a Leadership Role

Competencies PS/D-1, D-3
Activity Sheet #5

Name ________________________

Getting Along With Others

Directions: The following questions are related to characteristics that help us to get along with others. Mark the answer that best describes your own actions. Be honest with yourself.

1. Can you be depended upon to do what you say you will? YES NO
2. Do you go out of your way cheerfully to help others? YES NO
3. Do you avoid exaggeration in your statements? YES NO
4. Do you avoid being sarcastic? YES NO
5. Do you refrain from showing off how much you know? YES NO
6. Do you feel at ease with your associates? YES NO
7. Do you avoid making fun of others behind their backs? YES NO
8. Do you keep from domineering others? YES NO
9. Do you avoid laughing at the mistakes of others? YES NO
10. Do you avoid finding fault with everyday things? YES NO
11. Are you helpful when others make a mistake? YES NO
12. Do you keep out of arguments? YES NO
13. Do you smile often? YES NO
14. Do you have patience with new ideas? YES NO
15. Do you avoid gossiping? YES NO
16. Do you have a sense of humor? YES NO
17. Do you avoid emotional outbursts? YES NO
18. Are you careful not to say things that might offend others? YES NO
19. Do you avoid trying to reform others? YES NO
20. Are you usually cheerful? YES NO
21. Do you look upon others without suspicion? YES NO
22. Do you refrain from telling people their moral duty? YES NO
23. Which characteristic is your “strong point” in getting along with others?
   Cooperation    Friendliness/Loyalty    Honesty
   Respect        Dependability         Self control

24. Which characteristic needs the most improvement?
   Cooperation    Friendliness/Loyalty    Honesty
   Respect        Dependability         Self control

25. What could you do to help improve the characteristic marked above?

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Cooperative Team Self-Assessment Form

Team Members: ________________________________

Project: ________________________________

Goal: ________________________________

Evaluate the efforts of the team in each of the areas below.

1. Participation of all team members
   - Excellent
   - Very Good
   - Needs Improvement
   - Weak

2. Efforts to achieve goal
   - Excellent
   - Very Good
   - Needs Improvement
   - Weak

3. Positive listening skills used in the project
   - Excellent
   - Very Good
   - Needs Improvement
   - Weak

4. Respect communications used among team members.
   - Excellent
   - Very Good
   - Needs Improvement
   - Weak

5. Clear communication among leader and members
   - Excellent
   - Very Good
   - Needs Improvement
   - Weak

6. Effective conflict resolution skills used when needed
   - Excellent
   - Very Good
   - Needs Improvement
   - Weak

7. Management of time and other resources
   - Excellent
   - Very Good
   - Needs Improvement
   - Weak

8. Met project goal
   - Excellent
   - Very Good
   - Needs Improvement
   - Weak

9. What are your strengths as a team?
   - Excellent
   - Very Good
   - Needs Improvement
   - Weak

10. What actions could you take in the future to improve your teamwork skills?

Adapted from Parenting Resources Guide, Ohio Vocational Materials, Columbus, Ohio, 1995.