

## 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:

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Websites:

Family, Career and Community Leaders of America, Inc. <http://www.fcclainc.org>

Missouri Association of Family, Career and Community Leaders of America.  
<http://www.dese.mo.gov/divcareered/fccla.htm>

## 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.

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

- 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.

### **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?*

- 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**

- *Why might you think Failure is the opposite of Success? Is it really?*
- *How else can we think of failure?*
- *What is really the opposite of Success? Why?*
- *Is it okay to fail some times?*
- *What can we learn from Failing?*
- *What can we learn from Success?*

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**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.

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- 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:

Looks Like	Feels Like	Sounds Like

- c. 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)

## Fact Sheet #1

### 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.

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

Name \_\_\_\_\_

## 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.



**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.

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

## 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.

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

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

### Leadership Styles

**Director Style:** 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.

**Democratic Style:** 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.

**Delegator Style:** 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.

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

Name \_\_\_\_\_

# Thinking It Over

The Facts Say...

Failure means...

Success means...

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After Thinking It Over, I say...

Failure means to me...

Success means to me...

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**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.

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

**Competencies PS/D-1, D-3**  
**Activity Sheet #6**

Name \_\_\_\_\_

## Cooperative Team Self-Assessment Form

Team Members: \_\_\_\_\_  
\_\_\_\_\_

Project: \_\_\_\_\_  
\_\_\_\_\_

Goal: \_\_\_\_\_  
\_\_\_\_\_

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

	Excellent	Very Good	Needs Improvement	Weak
1. Participation of all team members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Efforts to achieve goal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Positive listening skills used in the project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Respect communications used among team members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Clear communication among leader and members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Effective conflict resolution skills used when needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Management of time and other resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Met project goal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. What are your strengths as a team?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.