HOW TO BE AN EFFECTIVE LEADER – LESSON PLAN

LESSON PLAN OBJECTIVES:

1. Delegates will become aware of the diversity, concerns, and values of individuals in their Student Council and Student Body.
2. They will also become aware of the leader’s power to create positive (or negative) attitudes within a group through his/her conduct informally and formally.

MATERIALS NEEDED:

1. A headband for each delegate, with a role written on it. These need to be prepared ahead of time. Acceptable roles are listed below – DO NOT use other headbands without approval from the Advisor or SC Coordinator!

| Agree with me        | Flirt                  | Negative attitude          |
| Airhead              | Hottest girl/guy in school | Never has any money        |
| Always complaining   | Just Ate Garlic        | New to the school          |
| Bully                | Laugh at me           | Nicest kid in school       |
| Cheerleader          | Look at my left foot  | Speaks no English          |
| Crybaby              | Mooch                 | Star athlete               |
| Disagree with me     | Most popular in school | Teacher’s pet              |
| Family has shore house | My brother/sister is hot | Wears too much cologne     |

2. Handout: Elected to Lead Everyone

PROCEDURES:

1. REFER TO PAGE 1 OF HANDOUT – have delegates read the “Finished Files...” quote, and ask them to quickly count the number of F’s. After the delegates have given their answers – which will usually be four, since they forget to count the small ones – point out that the true answer is six. Make the (very important) point that just as we miss the F’s in some of the words, we sometimes fail to recognize and count all of the people who elected us or are members of the school population.

2. Divide the class (if necessary) into groups of 10-12 delegates. Have each group form a circle, and then place a headband on each delegate. The JC and SC should both do this to save time. DO NOT let them see the role named on it, but make sure that everyone else does!

3. One JC/SC gives each group the following scenario: “I have three extra tickets to go backstage at the MTV Studios in New York City next week! As a group you need to figure out which three of you are going. Remember that all of your friends (as well as millions of other teenagers) will be watching you on TV, so who you decide to take (and sit next to) is really important. You will have only 10 minutes to make your group decision.
4. **Allow delegates to interact and role-play for 10 minutes – BUT NO LONGER!** Carefully observe and take notes about what happens, and whenever necessary remind them that they must stick to the roles they see on the headbands.

5. **REFER TO PAGE 1 OF HANDOUT** – after ending the role-play, give about 3 minutes for each delegate to individually complete the self-reflection questions on the bottom half of this page. Answering these questions will lead into...

6. **Group Discussion** – go around the group one member at a time, asking each...
   a. Were you selected to go? Why or why not?
   b. How did you feel about your role in the group, and how the others treated you?
   c. How did your role affect your participation in the group?
   d. Do you think you know what your headband says? Why?
   e. Let the delegate **TAKE OFF** the headband and see what their role actually was.

7. **Summary/Conclusion**
   a. Remind everyone of the underlying theme from the missing F’s exercise: *To be an effective leader, we need to make sure that we recognize and count ALL of the people who elected us or are members of the school population.*
   b. **REFER TO PAGES 2-4 OF HANDOUT** – direct delegates to look over the list of leadership roles and responsibilities. After reading through the Leadership Types on page 3, have them think about what types they see, and what type of leader they are. Also, have them review the “Think About This” checklist on page 4 to see which of the good leadership behaviors that they already do, and which ones they might need to work on.
“Finished Files Are The Result Of Years Of Scientific Evidence Combined With The Sharing Of Discoveries.”

Quickly read this quote above – how many F’s are contained in it? ____________

We must always remember to recognize and count ALL of the people who elected us, or who are members of our student populations. We often overlook many of them, or fail to consider their points of view, or even their feelings. To be a truly effective leader, you must avoid falling into this trap – after all, you were elected to lead EVERYONE. The primary activity that you will take part in during this session will make this point very clear...

As you take part in this activity – or immediately after – jot down a few notes to answer each of the following questions...

How are the other group members treating you?

How does their treatment of you make you feel?

How did your (headband) role affected your level and quality of participation in the group?
LEADERSHIP RESPONSIBILITIES

A capable leader knows him/herself, the situation, and the followers well. A capable leader balances responsibilities to both internal and external forces. A capable leader must consider his or her responsibilities to...

- The followers
- The community
- His or her own values
- The project, problem, or task
- Caution
- Decisiveness
- Delegation of responsibility
- Lead appropriately
Some thoughts on leadership and leaders...

- The best leader is the one who helps people so that, eventually, they don’t need him/her.
- Then comes the one they admire.
- Then comes the one they fear.
- The worst is the one who lets people push him/her around.
- Where there is no trust, people will act in bad faith.
- The best leader doesn’t say much, but what he/she says carries weight.
- When he/she is finished with his/her work, the people say “it happened naturally”.

LEADERSHIP TYPES

There are three basic types of leaders. The characteristics of each are extreme, and most leaders show varying degrees of all three types. No one type is ideal – rather, each should be seen as being more appropriate to some situations and people than others...

**AUTOCRATIC**
Characteristics
Issues orders, expects obedience without question, checks on people, conscious of their position, distrusts initiative.

Application
Emergencies with hostile, aggressive, or dependent people.

Result
Helpful in times of crisis, tasks get accomplished, resentment and revolt, unwillingness to assume responsibility among the group, buck-passing, back-biting, submissiveness, little feeling of unity.

**LAISSEZ-FAIRE**
Characteristics
Sets no goals, accepts little or no responsibility, allows for little structure and flexible deadlines.

Application
With individualists, creative persons, isolationists, a strong group, self-starters.

Result
Good in strong/responsible competent groups, otherwise little teamwork, low quantity and quality, low interest.

**DEMOCRATIC**
Characteristics
Fosters group decision making, shares planning, assignments, scheduling, encourages initiative, delegates responsibility.

Application
With group-minded team players, people who can handle responsibility.

Result
Time consuming, requires a responsible group, high enthusiasm, teamwork, members grow.

LEADERSHIP ROLES

Leadership and follower-ship are two extremes – most people fall somewhere in between. Within a group there are varying degrees of leaders and followers, as well as various roles being played. These roles tend to fall into three categories:

**TASK-ORIENTED**: Serves to facilitate or coordinate group functions, focuses on the product or task at hand...

- Initiator – suggests or proposes new ideas or ways of regarding group problems.
- Interrogator – asks for clarification of statements relevant to the discussion or problem.
Opinion seeker – asks for clarification of the important values.
Informor – gives facts or relates own experiences as it relates to the topic at hand.
Opinion giver – provides their own view of a solution to the situation.
Elaborator – serves to explain or to offer examples related to ideas already presented.
Summarizer – helps to condense varied discussion.
Coordinator – tries to integrate the various ideas put forth.
Orienter – functions as the guide for the group.
Disagreer – takes a different point of view, argues.
Evaluator – questions the results of the discussion as they may relate to the aims of the group.
Mover – prods the group into action.
Recorder – serves as the group’s memory.

COMMUNICATION-ORIENTED: Serves to create an atmosphere of group movement...

Encourager – indicates warmth in attitude toward others, accepts the contributions of all members as being worthy of discussion.
Harmonizer – mediates differences within the group, attempts to relieve tension or reconcile disagreements.
Compromiser – operates from within the conflict, involved to make concessions or meet each other half way.
Expediter – attempts to keep the group moving toward a resolution of the discussion or problem.
Philosopher – tries to set standards for the overall purpose of the group.
Observer – records the actions of the group, informs its’ members of the facts to the discussion.
Follower – goes along with the movement of the group.

INDIVIDUAL-ORIENTED: Motivated by an internal purpose, may have a hidden agenda...

Aggressor – deflates the status of others, attacks the group or problems, tries to promote their own ideas.
Blocker – tends to be negative or resistant to any movement of the group not initiated by themselves.
Attention Seeker – reports on their own personal achievement, tries to become the focal point for the group.
Confessor – uses the group setting to express their own personal beliefs or ideas unrelated to the topic and/or group.
Playboy/Playgirl – serves as a distraction, makes a display of his/her lack of involvement in the group.
Dominator – tries to establish and prove their own superiority over the group members.
Help seeker – attempts to obtain a sympathy response from the group in order to establish their own worth.
THINK ABOUT THIS:

Review this personal leadership checklist. How many of these good leadership behaviors do you use? Which ones do you need to improve on?

To gain and hold group support, I...

___ Make all members feel important  
___ Share the work with as many as possible  
___ Assume the responsibility of leadership  
___ Give recognition where it is due  
___ Arrive at decisions democratically  
___ Speak to people, know their names

When planning a meeting, I...

___ Know what is to be accomplished  
___ Make a written agenda  
___ Have the meeting place ready  
___ Encourage attendance  
___ Plan with the other officers, advisor  
___ Anticipate possible difficulties  
___ Prepare and inform members

As a discussion leader, I...

___ Initiate dialogue  
___ Fairly regulate participation  
___ Resolve conflicts as they arise  
___ Create a constructive atmosphere  
___ Stimulate and guide group thinking  
___ Summarize findings and decisions

I also...

___ Keep records and follow up with actions  
___ Represent the goals and values of the organization  
___ Lead without dominating  
___ Disagree without being disagreeable  
___ Am fair to all members  
___ Believe in the value of each individual  
___ Demonstrate genuine enthusiasm  
___ Have the drive to get things done  
___ Model good leadership behaviors  
___ Work through proper channels  
___ Maintain an open mind for opposing views  
___ Criticize intelligently  
___ Am patient with others  
___ Understand and control my biases  
___ Show respect and concern for others  
___ Believe in democratic procedures  
___ Use power with discretion