

ARE YOU A LEADER?



COMPETENCY

CATEGORY: Leadership and Self-Development

CATEGORY

NUMBER: E.27

COMPETENCY: Demonstrate team leadership.

OBJECTIVE: Upon completion of this module, students will be able to demonstrate team leadership skills.

JAG



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INTRODUCTION

- State module topic and review module objective.
- Ask the following questions:
 1. Why are team leaders necessary?
 2. What would happen if a team had no leader?
 3. What would happen during a team activity if all members tried to lead at once?
- We will address these questions and many others as we complete this module entitled "Are **YOU** a Leader?"

Note to Specialist: Emphasize the role of leadership skills in the JAG Career Association.

Administer Pre-Assessment

OUTLINE

Note to Specialist: Have students brainstorm words that come to mind when the word "leader" is mentioned. List them on a flipchart or the writing board.

- A. Definition of leadership
1. Leadership is the ability to inspire confidence and loyalty so that others follow willingly in order to achieve a desired goal.
 2. A leader may not always be the one given the authority.
 3. Leaders are made, not born.
 - a. For example, some leaders naturally assume the role in groups.

COMPLETE LEARNING ACTIVITY E.27-1
“LINE THEM UP”

B. Advantages of becoming a leader.

1. To reach goals more quickly
2. To gain maturity
3. To earn the respect of others
4. To gain self confidence
5. To learn to face new challenges
6. To learn skills in listening to others
7. To learn to respect the opinions of others

C. Disadvantages of becoming a leader

1. Must be well informed
2. Must be willing to work harder than anyone else
3. Must be able to remain enthusiastic and optimistic even though you may not really feel that way

D. Ways to become a good leader

1. Learn about your strong and weak points.
2. Strengthen your weak points.
3. Study the qualities that make a good leader.
4. Work toward becoming a leader.
5. Become a good follower.

E. Ways to convince others that you are a leader

1. Be willing to assume responsibility.
2. Be a good listener.
3. Use the talents and abilities of each person on the team.
4. Be fair.
5. Respect the opinions of others.
6. Motivate others to share responsibility with you and other members of the team.

F. Places you can use leadership skills

1. School
 - a. Career Association activities
 - b. Class activities
 - c. Team assignments
 - d. Sports
2. Work (job)
 - a. Supervising others
 - b. Showing someone else how to do something that you are familiar with
3. Church
 - a. Youth group activities

G. Characteristics of effective leaders

1. The title “leader” must be earned by motivating people to give their best.
2. Characteristics
 - a. Likes challenges
 - b. Flexible
 - c. Good listener
 - d. Problem solver
 - e. Persistent
 - f. Curious
 - g. Takes initiative
 - h. Optimistic outlook
 - i. Gives credit
 - j. Acknowledges mistakes
 - k. Enthusiastic
 - l. Sets goals
 - m. Delegates authority
 - n. Coaches others
 - o. Provides constructive feedback
 - p. Motivates others
 - q. Reinforces teamwork

- r. Ethical
- s. Calm
- t. Dependable

H. Leadership styles

1. An **autocratic** leader is one who has all the power and makes all the decisions for the team.
 - a. Closely supervises the team
 - b. Doesn't let others have a say in planning, organizing, or controlling the activities of the team
 - c. More interested in getting the job done than in respecting the feelings of team members
 - d. Style works well if the team is uncooperative
2. A **democratic** leader gets all of the team members involved in decision making and considers the opinions of others.
 - a. Allows team members to express their opinions and ideas
 - b. Always listens to others
 - c. Allows team members to use their own judgment
 - d. Supervises only when necessary
 - e. Is considerate of the feelings of others
 - f. Is tactful in providing constructive feedback
 - g. Rewards team efforts
 - h. Style works well with a cooperative team

3. A **laissez-faire** leader, or “loose rein” leader, allows team members to “do their own thing” most of the time.
 - a. Uses very little control
 - b. Style works well with team members who are responsible and like to work alone
 - c. Style does not work if a lot of decisions must be made in a short period of time

COMPLETE LEARNING ACTIVITY E.27-2
“WHAT’S YOUR STYLE?”

- I. Good leaders are chosen by:
 1. Their abilities.
 2. Their experiences.
 3. How they deal with others.
 4. Their ability to act calmly in pressure situations.

COMPLETE LEARNING ACTIVITY E.27-3
“IDENTIFYING A LEADERSHIP MODEL”

- J. Seven basics of team leadership
 1. Treat all team members equally and give each person personal attention.
 2. Keep all promises that are made to the team.
 3. Be consistent and act positively, even if you feel negative.
 4. Set a good example and follow all rules that have been established.

5. Stay calm.
 - a. Many times team members tend to imitate a leader's reactions under pressure.
6. Make time to share ideas with team members.
7. Make sure all goals are clearly communicated and understood by team members.

COMPLETE LEARNING ACTIVITY E.27-4
"TEAM LEADERSHIP QUIZ"

- K. Key skills to develop for effective team leadership.
1. Goal setting
 2. Time management
 3. Delegate tasks
 4. Make decisions
 5. Resolve conflicts
 6. Communication skills
 - a. Speaking
 - b. Listening
 - c. Writing
 7. Provide feedback to team members.
 8. Problem solving
- L. Tips for students who want to demonstrate leadership qualities

1. Always look your best. First impressions are important, especially for a leader. A few suggestions to help you look your best are:
 - a. Be clean.
 - b. Avoid extremes in grooming and clothes.
 - c. Official dress is always appropriate at chapter functions.
 - d. Clothing should match, be in good repair, be pressed neatly, and be the appropriate length.
 - e. Males should be clean-shaven.
2. Practice your manners. Use words and phrases like “Please,” “Thank you,” and “Sir.”
3. Show your respect. When speaking with important and older people use their titles, i.e., “Mrs., Mr., Miss, Ms., Dr.,” etc.
4. Avoid using the word “I” in your speech and in notes and letters.
5. Make every effort to see a situation from the other person’s point of view.
6. Be a good listener. Refrain from monopolizing the conversation.
7. When meeting a person for the first time, you should:
 - a. Maintain positive eye contact. Don’t stare, but look directly at the person and let him/her know you are interested in what he/she has to say.
 - b. Stand when introduced to a female but wait until she extends her hand before you shake hands.
 - c. Extend your hand and give a firm handshake.
 - d. Smile.

- e. Listen for the person's name and remember it.
 - f. Use the person's name during the conversation.
 - g. Encourage the person to talk and don't dominate the conversation.
 - h. Let the person know you enjoyed meeting him/her and that you look to future opportunities to visit.
8. Project an image of confidence.
 9. Praise others when they deserve recognition for their efforts.
 10. Always be on time!
 11. Don't use obscene language.
 12. Refrain from saying unkind things to other people.
 13. Use proper table manners at all times.
 14. Use the telephone properly.
 - a. When the telephone rings, you should answer: "Hello, this is _____."
 - b. If the caller asks for another person, you should say: "Yes, _____ is here, just a moment please."
 - c. When calling a person, you should say: "This is _____. May I speak with _____, please."
 15. Answer telephone calls and letters promptly.
 16. Send a "thank you" note to those who have helped you in some way.
 17. When you receive recognition, send a letter of appreciation to those who presented the award.

18. Use proper English and grammar and correct spelling and pronunciation.
19. Don't complain to others.
20. Use your time wisely and efficiently. Plan your day--don't allow your day to plan you!
21. Set daily, weekly, monthly, yearly, and long-range goals. Leaders are goal directed and help others set and reach their goals.
22. Help others reach their goals and, as a leader, you'll accomplish your own goals.
23. Be a VIP--a "very involved person." Take advantage of every opportunity to learn and practice your leadership skills.
24. Be tactful in explaining your position or expressing your feelings to others.
25. Develop public speaking skills.
26. Don't gossip!
27. Once you commit yourself, keep the commitment.
28. Never share something told to you in confidence.
29. Your actions and the words you speak should encourage others to trust your judgment.
30. Encourage others to give you feedback as to your performance and ideas.
31. Respect the rights, ability, and dignity of others.
32. Be cooperative.

COMPLETE LEARNING ACTIVITY E.27-5
“CAREER ASSOCIATION LEADERSHIP ACTIVITIES”

COMPLETE LEARNING ACTIVITY E.27-6
“CAREERS THAT REQUIRE LEADERSHIP SKILLS”

COMPLETE READING ACTIVITY E.27
“THE SPARK OF LEADERSHIP”

COMPLETE MATH ACTIVITY E.27
“THE TWENTY FOUR GAME”

Administer Post-Assessment

LEARNING ACTIVITY E.27-1
"LINE THEM UP"

OBJECTIVE: To demonstrate leadership skills through team competition

RESOURCES: Stop watch or watch

SUGGESTED TIME: 30 minutes

DIRECTIONS:

1. Have students form two lines of equal length and face each other.
2. At the signal "Go," each player states his/her first name and the two lines reorganize themselves into alphabetical order.
3. Next, everyone states his/her last name and the lines reorganize themselves into alphabetical order.
4. The Specialist should continue to announce the criteria for lining up in order--birthday, house or apartment number, street name, and so on.
5. Scoring is based on time and accuracy, and can be varied to suit the mood of the group. In one version, the fastest team wins, provided it makes fewer errors than the other team.
6. (Variation) For a small group, play with just one line and don't worry about scoring.

DISCUSSION QUESTIONS:

1. How did leadership develop during this activity?

2. Was the “leader” always the same person?

3. What characteristics did the leader(s) demonstrate?

LEARNING ACTIVITY E.27-2
"WHAT'S YOUR STYLE?"

OBJECTIVE: To determine leadership styles

RESOURCES: Work Sheet—Learning Activity E.27-2

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Pass out copies of the work sheet for Learning Activity E.27-2.
2. Have students complete Learning Activity E.27-2.

DISCUSSION QUESTIONS:

1. What did you learn about yourself from this activity?

2. How can you use this information during team activities?

3. How can you use this information for Career Association activities?

4. How can you use this information as a worker in the community?

LEARNING ACTIVITY E.27-2
"WHAT'S YOUR STYLE?"
WORK SHEET

DIRECTIONS: To find out what kind of leader you could be, place in the space provided, the letter that best describes the way you would act if you were the leader of a work group

A--Always, F--Frequently, O--Occasionally, S--Seldom, or N--Never.

I would:

- _____ 1. act as the speaker of the group.
- _____ 2. encourage overtime work.
- _____ 3. allow group members complete freedom in their work.
- _____ 4. encourage everyone to do tasks the same way.
- _____ 5. permit others to use their own judgment in solving problems.
- _____ 6. work the group members as hard as it takes to be ahead of competing groups.
- _____ 7. speak as a representative of the group.
- _____ 8. push members for greater effort.
- _____ 9. let the members do their work the way they think best.
- _____ 10. not mind decisions being put off until later if it were necessary.
- _____ 11. speak for the group when visitors are present.
- _____ 12. keep the work moving at a rapid pace.
- _____ 13. turn the members loose on a job and let them go to it.

- _____ 14. push others to increase the work they are doing.
- _____ 15. settle conflicts when they occur in the group.
- _____ 16. represent the group at outside meetings.
- _____ 17. not allow the members freedom of action.
- _____ 18. decide what should be done and how it should be done.
- _____ 19. not mind others thinking I was too tough on them.
- _____ 20. assign group members to particular tasks.
- _____ 21. let some deserving members have authority.
- _____ 22. let the members decide when and how to do their work.
- _____ 23. be willing to make changes.
- _____ 24. ask the members to work harder.
- _____ 25. trust the group members to exercise good judgment.
- _____ 26. schedule the work to be done, but distribute it fairly.
- _____ 27. refuse to explain my actions.
- _____ 28. persuade others that my ideas are to their advantage.
- _____ 29. permit the group to set its own pace.
- _____ 30. let others know it will be done my way or no way at all.
- _____ 31. act without consulting the group.
- _____ 32. tell the group members that if one rule or regulation is broken by any employee, it will result in his/her being fired.

Scoring:

Write the number 1 in front of the space if you responded A--Always or F--Frequently. Circle the number 1's which you have written in front of the following items:

3, 5, 9, 10, 13, 15, 21, 22, 23, 25, 26, 29

Count the circled number 1's. This is your score for concern for people. Count the uncircled number 1's. This is your score for concern for task.

People _____

Task _____

A high score on "Concern for People" suggests that your leadership style ranges from a loose-rein style to a democratic style. A high score on "Concern for Task" suggests you tend to have an autocratic leadership style.

LEARNING ACTIVITY E.27-3
"IDENTIFYING A LEADERSHIP MODEL"

OBJECTIVE: To identify a leadership role model

RESOURCES: Work Sheet—Learning Activity E.27-3

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Pass out copies of the work sheet for Learning Activity E.27-3.
2. Have students complete Learning Activity E.27-3.
3. Have students discuss their responses.

LEARNING ACTIVITY E.27-3
"IDENTIFYING A LEADERSHIP MODEL"
WORK SHEET

DIRECTIONS: Think and respond in writing to the following statements and questions.

1. I consider _____ to be a good leader.
(NAME)
2. The following qualities make this person a good leader:
_____.
3. I display the following similar qualities to _____.
(NAME)
4. I do not display the following similar qualities to _____.
(NAME)
5. I consider my greatest, most unique talent(s) to be:
_____.
6. What can I learn about effective leadership by studying the leadership style of _____ identified in statement 1?
(NAME)
7. How can I go about studying this person's leadership style?
_____.
8. What characteristics of this person's style can I adopt right now?
_____.
9. How would I behave differently if I adopt these characteristics?
_____.

LEARNING ACTIVITY E.27-4
“TEAM LEADERSHIP QUIZ”

OBJECTIVE: To determine the level of team leadership

RESOURCES: Work Sheet—Learning Activity E.27-4

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Pass out copies of the work sheet for Learning Activity E.27-4.
2. Have students read the “Introduction” and “Directions.”
3. Have students complete Learning Activity E.27-4.

DISCUSSION QUESTIONS:

1. What did you learn about yourself from this activity?

2. How will you use this information as you work on team activities?

3. What changes will you try to make in the future?

LEARNING ACTIVITY E.27-4
“TEAM LEADERSHIP QUIZ”
WORK SHEET

INTRODUCTION: In this activity, you are asked to review various types of behavior in which a team leader might be involved in working with other members. Your attitude toward the membership, in general, is important as you evaluate your team leadership effectiveness.

DIRECTIONS: Review each statement below and respond as if you are a leader in the organization by indicating the type of action you would take. Put an “X” in the space to the right that best corresponds with the action you would take for each item.

IF I WERE A TEAM LEADER, I WOULD...	Make a great effort to do this	Tend to do this	Tend to avoid this	Make a great effort to avoid this
1. Watch the members closely if I want to get the most work from them.				
2. Establish the goals for the team and sell them on my plans.				
3. Establish controls that would make certain the work is being done well.				
4. Motivate the members to establish their own goals.				
5. Visit with the members daily to see if they need my help.				
6. Jump in as soon as I see or am told things aren't going well.				
7. Plan the work I expect the members to do.				
8. Keep the pressure on the members to complete a job.				
9. Encourage members to make vital decisions that effect them and the organization.				
10. Conduct periodic meetings to determine what progress is being made.				

LEARNING ACTIVITY E.27-5
“CAREER ASSOCIATION LEADERSHIP ACTIVITIES”

OBJECTIVE: To explore leadership activities that could be conducted through the JAG Career Association

RESOURCES: • Poster board, color markers, and tape

SUGGESTED TIME: 1 hour

Note to Specialist: Print the four Career Association goals on a separate sheet of paper and post these goals about the classroom.

DIRECTIONS:

1. Discuss and define the four Career Association goals:
 - Leadership Development
 - Career Preparation
 - Social Affairs
 - Civic Awareness
2. Use slides or photos of previous years' chapter activities to give examples of activities which meet each of these goals.
3. Divide the class into equal teams. Give each team one colored marker.
4. Have each team member stand next to one of the four sheets of paper hung on the wall (one for each career association goal).
5. Allow 10 minutes for each team to “brainstorm” leadership activities that they could and would like to conduct under each goal.
6. After 10 minutes, have the teams rotate to the next goal sheet and brainstorm leadership activities for this goal.

7. After all teams have brainstormed for each of the four goals, have students count up the number of ideas they had (using colors to distinguish teams).
8. Declare the winner.
9. Have the students share some of their leadership ideas with the rest of the class. Some suggested activities might include:
 - a. Give everyone a chance to participate.
 - b. Elect officers.
 - c. Give rewards for good leadership.
 - d. Go to the Statehouse.
 - e. Watch the news.
 - f. Help other kids with homework.
 - g. Police officer guest speaker
 - h. Ex-prisoner guest speaker
 - i. Encourage people to never give up.
 - j. Rehabilitated drug/alcohol abuser
 - k. Invite principal to class to talk.
 - l. Recognize students who do well/improve in school.
 - m. Jobs for Graduate Student of the Month
 - n. Be a “buddy” to elementary students.
 - o. Former “dropout” guest speaker
 - p. Chief of Police

- q. Do a project with S.A.D.D. (Students Against Drunk Driving)
- r. Be a secret pal for new students.
- s. Put on a conference for students.

LEARNING ACTIVITY E.27-6
“CAREERS THAT REQUIRE LEADERSHIP SKILLS”

OBJECTIVE: To identify careers that require leadership skills

RESOURCES:

- Work Sheet—Learning Activity E.27-6
- Career research resources

SUGGESTED TIME: 1 ½ hours (including research time)

DIRECTIONS:

1. Pass out copies of the work sheet for Learning Activity E.27-6.
2. Have students complete Learning Activity E.27-6.
3. Discuss students' responses.

LEARNING ACTIVITY E.27-6
“CAREERS THAT REQUIRE LEADERSHIP SKILLS”
WORK SHEET

DIRECTIONS: Using available career resources, list five careers that require leadership skills.

Job Title	Leadership Skill Requirements
1. _____	
2. _____	
3. _____	
4. _____	
5. _____	

Would a career that uses leadership skills interest you? Why or why not?

If yes, do you currently have these required leadership skills? How would you get them?

READING ACTIVITY E.27
“THE SPARK OF LEADERSHIP”

OBJECTIVE: To discover qualities needed for team membership and leadership

RESOURCES:

- Reading Activity E.27
- One newspaper and roll of masking tape for each small group
- Video cameras and/or tape recorders

SUGGESTED TIME: 1 to 3 hours

DIRECTIONS:

1. Distribute copies of Reading Activity E. 27 to each student.
2. Have students read “The Spark of Leadership.”
3. Have students complete “Leadership” Recall Questions and check their answers for accuracy.
4. Divide the class into groups of three or four.
5. Give each group a newspaper and roll of masking tape.
6. Instruct groups that they are to construct a bridge using nothing but the materials they were given. The only criterion is that it must be big enough and sturdy enough to have all the group members fit under it. They have thirty minutes to accomplish this task.
7. Have students share their creations.
8. Distribute “Group Debriefing Exercise” and instruct students to complete it while thinking of the assignment they have just completed.
9. Assign to each student (or group) the out-of-class assignment of interviewing a school or community leader.

They should use their list of questions as a basis for this interview. Interviews should be from five to ten minutes in length.

10. Share interviews in class. Discuss the similarities and differences in what each interview subject felt what was important about leadership and team membership.

“THE SPARK OF LEADERSHIP”

The members of the JAG class eyed each other with discomfort as they listened to their project assignment. “You are to develop a product that you will manufacture and market in our community.” Mr. Simms grinned as he noticed the looks of reluctance on the faces of his students. “Come on now; let’s show some motivation! This is going to take a team effort. You’ll all need to work together,” he encouraged.

“Where do we even begin?” Sharon whined.

“Leadership,” Mr. Simms said, “is the place to start. You will need to elect a president of your company who has the skills to organize and delegate the work. Look around the class. Think of how your classmates have worked and interacted with you. You need to select someone who will be the foundation of your organization. I’ll give you a few minutes to think about it and to discuss among yourselves before we take nominations. Then you will campaign for the person you want elected for the job.”

Slumped down in his desk, it was obvious that Troy was not interested in the job -- or any job. Troy was one of those people that other people didn’t notice. He was so quiet that he seemed to blend into the woodwork.

The rest of the class put their heads together in groups of three or four buzzing quietly about the task at hand. Alex, the loudest of one group, spouted, “I don’t want the job. It sounds like too much work.”

Quickly Jackie agreed, “Maybe we can pick someone who can’t do the job. Then, if we can’t get things going, Mr. Simms won’t make us do this project.”

Heads nodded at this suggestion. “Who can we pick?” Alex asked, scanning the room for a likely prospect. He glanced at Troy and cracked a satisfied smile as he realized he had found the answer. After all, Troy was so quiet and unassuming that he couldn’t possibly be a leader. “Mr. Simms, I nominate Troy,” Alex volunteered when the nominations had been opened. Troy’s eyes opened wide with surprise, but a pleased little smile appeared on his lips.

In all, three students were nominated. Jackie and Alex found themselves as campaign managers for Troy. The more they talked with Troy, the more they realized that he had lots of good ideas. These ideas sparked Jackie's and Alex's imagination so that they became interested not only in the campaign but also in Mr. Simm's project. As enthusiastic participants, they made posters and raised support for their candidate.

The hard work paid off as Jackie and Alex watched, almost as if they were proud parents, as Troy took the podium to make his acceptance speech as the newly elected president of the fledgling organization. In his speech, he outlined his program for getting their company started and productive.

Sensing approval of his ideas from the nodding heads and smiles from the class, Troy ended his speech by thanking his supporters. "I would like to thank all of you who voted for me. But I have a special thanks for Alex and Jackie. I know that they did not believe in me at first, but their nominating me started me believing in myself. They made me believe that there is a spark of leadership in everyone -- even me."

RECALL QUESTIONS

DIRECTIONS: Answer the following questions as quickly as possible to check comprehension and recall of what you have read.

1. What was the JAG class assignment?

2. Who whined about the project?

3. What did Mr. Simms say was the best way to start the project?

4. How was the class to select its leader?

5. Why was Troy not an obvious choice for president?

6. Why did Alex nominate Troy?

7. How many students were nominated?

8. How did Jackie help Troy on his campaign?

9. What did Troy talk about in his acceptance speech?

10. Where can the spark of leadership be found?

GROUP DEBRIEFING EXERCISE

DIRECTIONS: Keeping in mind the exercise that you just finished, discuss and answer the following questions as a group.

1. What problems did your group encounter in trying to build your bridge?

2. How did you solve them?

3. What compromises did the members make?

4. What characteristics does a good team member have?

5. Did anyone step forward as leader?

6. What characteristics should a team leader have?

7. What kinds of behaviors from group members or team leaders would NOT be appropriate for team harmony?

8. Make a list of questions that you could use if you were to interview a community leader about teamwork and leadership.

MATH ACTIVITY E.27
“THE TWENTY FOUR GAME”

OBJECTIVE: To review the basic math operations of addition, subtraction, multiplication, and division to create a mathematical expression equal to twenty-four

RESOURCES:

- Two pairs of dice
- Paper and pencils
- Calculators (optional)

SUGGESTED TIME: 45 minutes

DIRECTIONS:

1. The first four students to class each get a die to roll and call out the number.
2. The Specialist should record the four numbers on the writing board.
3. Inform the students that they are then on their own to come up with a way to reach 24 using any or all of the four operations (+, -, x, ÷). For example, if 6, 5, 6 and 4 were rolled, one solution could be: **4X6**

$$4 \times 6 = 24.$$

4. When a student has found a way to reach 24, they should write it on the board as a mathematical expression using the most concise way to communicate their answer.
5. When one way is found and agreed to be correct, many students are ready to quit the activity.
6. One way to challenge the students is to request that they find as many ways as possible.
7. No answer is correct unless it is written with the appropriate symbols (+, -, x, ÷) to reach 24.

8. Although each operation used is not restricted, each number can be used only once.

DISCUSSION QUESTION:

1. How many different combinations were utilized in class?

PRE-ASSESSMENT **POST-ASSESSMENT**

DIRECTIONS: Answer the following questions to the best of your ability.
A listing of points as opposed to sentences is suggested.

1. Define the term “leadership.”

2. What are four advantages of being a leader?

3. What is one disadvantage of being a leader?

4. List three ways to become a good leader.

5. Identify three ways to convince others that you are a leader.

6. How can you use leadership skills in:

a. School

b. Work (job)

c. Church

7. List ten characteristics of effective leaders.

8. Describe the following leadership styles:

a. Autocratic

b. Democratic

c. Laissez-faire (“Loose rein”)

9. How are good leaders chosen?

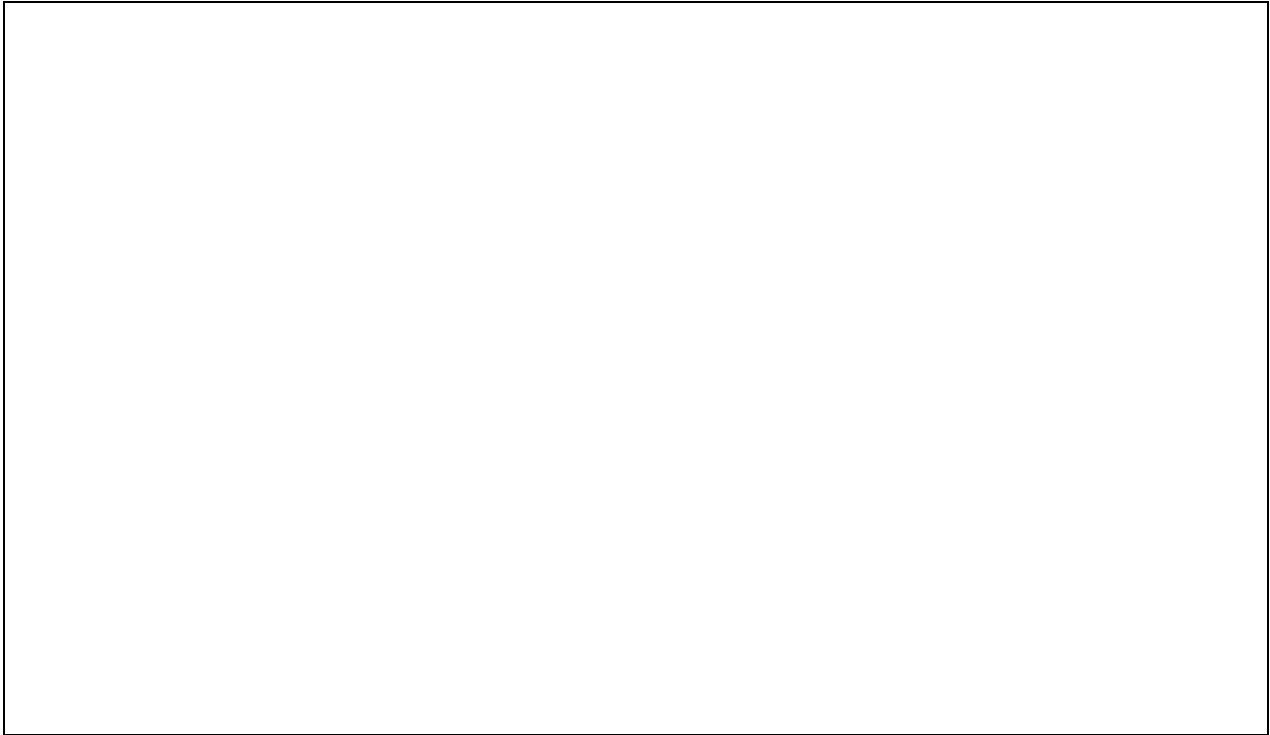
10. Name the seven basics of team leadership.



11. List five key skills to develop for effective team leadership.



12. List seven tips for students who want to demonstrate leadership qualities.



ANSWER KEY

PRE-ASSESSMENT POST-ASSESSMENT

1. Define the term “leadership.”
 - Leadership is the ability to inspire confidence and loyalty so that others will follow willingly in order to achieve a desired goal

2. What are four advantages of being a leader?
 - To reach goals more quickly
 - To gain maturity
 - To earn the respect of others
 - To gain self confidence
 - To learn to face new challenges
 - To learn skills in listening to others
 - To learn to respect the opinions of others

3. What is one disadvantage of being a leader?
 - Must be well informed
 - Must be willing to work harder than anyone else
 - Must be able to remain enthusiastic and optimistic even though you may not really feel that way

4. List three ways to become a good leader.
 - Learn about your strong and weak points
 - Strengthen your weak points
 - Study the qualities that make a good leader
 - Work toward becoming a leader
 - Become a good follower

5. Identify three ways to convince others that you are a leader.
- Be willing to assume responsibility
 - Be a good listener
 - Use the talents and abilities of each person on the team
 - Be fair
 - Respect the opinions of others
 - Motivate others to share responsibility with you and other members of the team
6. How can you use leadership skills in:
- a. School
- Career Association activities
 - Class activities
 - Team assignments
 - Sports
- b. Work (job)
- Supervising others
 - Showing someone else how to do something you are familiar with
- c. Church
- Youth group activities
7. List ten characteristics of effective leaders.
- Likes challenges
 - Flexible
 - Good listener
 - Problem solver
 - Persistent
 - Curious
 - Takes initiative
 - Optimistic outlook

- Gives credit
- Acknowledges mistakes
- Enthusiastic
- Sets goals
- Delegates authority
- Coaches others
- Provides constructive feedback
- Motivates others
- Reinforces teamwork
- Ethical
- Calm
- Dependable

8. Describe the following leadership styles:

a. Autocratic

- Closely supervises the team
- Doesn't let others have a say in planning, organizing, or controlling the activities of the team
- More interested in getting the job done than in respecting the feelings of team members

b. Democratic

- Allows team members to express their opinions and ideas
- Always listens to others
- Allows team members to use their own judgment
- Supervises only when necessary
- Is considerate of the feelings of others
- Is tactful in providing constructive feedback
- Rewards team efforts

c. Laissez-faire ("Loose rein")

- Uses very little control
- Style works well with team members who are responsible and like to work alone

9. How are good leaders chosen?

- Their abilities
- Their experiences
- How they deal with others
- Their ability to act calmly in pressure situations

10. Name the seven basics of team leadership.

- Treat all team members equally and give each person personal attention
- Keep all promises that are made to the team
- Be consistent and act positively, even if you feel negative
- Set a good example and follow all rules that have been established
- Stay calm: Many times team members tend to imitate a leader's reactions under pressure
- Make time to share ideas with team members
- Make sure all goals are clearly communicated and understood by team members

11. List five key skills to develop for effective team leadership.

- Goal setting
- Time management
- Delegate tasks
- Make decisions
- Resolve conflicts
- Communication skills
 - a. speaking
 - b. listening
 - c. writing
- Provide feedback to team members
- Problem solving

12. List seven tips for students who want to demonstrate leadership qualities.

- Always look your best; first impressions are important
- Be clean
- Avoid extremes in grooming and clothes
- Official dress is always appropriate at chapter functions
- Clothing should match, be in good repair, be pressed neatly, and be the appropriate length
- Males should be clean shaven
- Practice your manners; use words and phrases like “Please,” “Thank you,” and “Sir”
- Show your respect; when speaking with important and older people use their titles, i.e., “Mrs., Mr., Miss, Ms., Dr.,” etc. Avoid using the word “I” in your speech and in notes and letters
- Make every effort to see a situation from the other person’s point of view
- Be a good listener; refrain from monopolizing the conversation.
- When meeting a person for the first time, you should:
 - a. Maintain positive eye contact; don’t stare but look directly at the person and let him/her know you are interested in what he/she has to say
 - b. Stand when introduced to a female but wait until she extends her hand before you shake hands
 - c. Extend your hand and give a firm handshake
 - d. Smile
 - e. Listen for the person’s name and remember it
 - f. Use the person’s name during the conversation
 - g. Encourage the person to talk and don’t dominate the conversation
 - h. Let the person know you enjoyed meeting him/her and that you look to future opportunities to visit
- Project an image of confidence
- Praise others when they deserve recognition for their efforts
- Always be on time!
- Don’t use obscene language
- Refrain from saying unkind things to other people
- Use proper table manners at all times
- Use the telephone properly
 - a. When the telephone rings, you should answer: “Hello, this is _____.”

- b. If the caller asks for another person, you should say:
“Yes, _____ is here, just a moment please.”
- c. When calling a person, you should say: “This is _____.
May I speak with _____, please.”
- Answer telephone calls and letters promptly
 - Send a “thank you” note to those who have helped you in some way
 - When you receive recognition, send a letter of appreciation to those who presented the award
 - Use proper English and grammar and correct spelling and pronunciation
 - Don’t complain to others
 - Use your time wisely and efficiently. Plan your day--don’t allow your day to plan you!
 - Set daily, weekly, monthly, yearly, and long-range goals. Leaders are goal directed and help others set and reach their goals
 - Help others reach their goals and, as a leader, you’ll accomplish your goals
 - Be a VIP--a “very involved person.” Take advantage of every opportunity to learn and practice your leadership skills
 - Be tactful in explaining your position or expressing your feelings to others
 - Develop public speaking skills
 - Don’t gossip!
 - Once you commit yourself, keep the commitment
 - Never share something told to you in confidence
 - Your actions and the words you speak should encourage others to trust your judgment
 - Encourage others to give you feedback as to your performance and ideas
 - Respect the rights, ability, and dignity of others
 - Be cooperative

ANSWER KEY
READING ACTIVITY E.27

1. To develop a product that can be manufactured and marketed
2. Sharon
3. Leadership - elect a president of company
4. Nominations from class
5. He was so quiet
6. Because Alex felt that Troy could not do the job
7. 3
8. Made posters and raised support
9. Outlined his program for getting company started and productive
10. In everyone

**ANSWER KEY
MATH ACTIVITY**

- Answers will vary