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| **TEXAS CTE LESSON PLAN** [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Business Management and Administration |
| **Course Name** | Business Management |
| **Lesson/Unit Title** | What Makes a Leader? |
| **TEKS Student Expectations** | * 1. **(c) Knowledge and Skills**  1. The student demonstrates the qualities of leadership: 2. The student is expected to explain the roles and functions of a leader; 3. The student is expected to explain the traits of an effective leader; and 4. The student is expected to define the different types and styles of leadership and explain when each is appropriate, including Autocratic, Democratic, and Free Rein. |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Performance Objective**  Students will understand the qualities that create effective leadership.  **Specific Objectives**   * Understand the roles of a leader. * Understand the traits, skills, and behaviors of an effective leader. * Describe the styles of leadership and when each is appropriate. |
| **Rationale** | Learning how to become an effective leader is within everyone’s grasp—whether you lead multiple teams, an entire company or just one staff member. This lesson will explain the qualities that create effective leaders, as well as the appropriate styles of leadership needed in various careers. |
| **Duration of Lesson** | 4-5 days |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | **Terms**   * Leadership – The ability to influence others to achieve goals. * IQ – Intelligence quotient; measures mental intelligence. * EQ – Emotional quotient; measures emotional intelligence. * Autocratic leader – Gives exact instructions for work to be done. * Democratic leader – Encourages employees to share in work‐related decisions. * Free rein – Provides little, if any, direction to employees. * Charismatic – People who “draw” others toward them. * Servant‐leader – Individuals who place other people before themselves. * Authentic – Leaders who bring out other people’s strengths and values. |
| **Materials/Specialized Equipment Needed** | **Instructional Aids**   * Textbook * Online Websites * Handouts   **Equipment Needed:**   * Instructor Computer/Projection Unit |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **Ask** students if they can identify different leadership traits of leaders in their lives.  **Ask** students if they know the leadership qualities of leaders in our culture today. |
| **Direct Instruction \*** | 1. What is leadership?    1. The ability to influence others to achieve common goals    2. Concern for people    3. Certain leadership trains    4. Certain leadership skills    5. Personality traits    6. Behaviors    7. Ask students to each think of a person they would consider a good leader. The person can be alive or dead. Then ask students to name a characteristic of that person and list the characteristics on the board. Then ask them to think if they possess any of the characteristics listed. 2. Leadership traits    1. IQ versus EQ, both important for manager    2. IQ – intelligence quotient       1. Measures mental ability       2. Knowledge base       3. Decision making    3. EQ – emotional intelligence       1. Measures ability to control emotions       2. Ability to empathize with people       3. Social skills    4. Ask students if they think it is fair to assume that a higher IQ or EQ determines an individual’s level of leadership ability. Have them discuss in pairs situations where this could be important when leaders must make decisions. 3. Leadership Skills    1. People skills    2. Time-management skills    3. Analytical, problem-solving skills    4. Business skills    5. Inform students that good leaders will obviously have a combination of the skills and traits discussed in this lesson, not just one by itself. They do need to have well-rounded skills such as the ones on the left. 4. Personality traits    1. Open to new ideas, creative    2. Organized, dependable    3. Sociable, outgoing    4. Tolerant    5. Self-confident    6. Integrity    7. Direct students to an online leadership test to determine what leadership aptitudes they may already possess. 5. Manager versus Leader    1. Task-oriented – manager       1. Involve providing directions       2. Structured roles of employees    2. People-oriented – leader       1. Employees given decision-making roles       2. Treating employees with respect    3. Ask students if they think managers are always good leaders. Have them research online differences between managers and leaders before you discuss the differences at the left. 6. Leadership behaviors    1. Concentrate on principles and beliefs that are valued by the company    2. Model ethical standards    3. Respect employees    4. Foster a climate of trust    5. Provide employees with necessary resources to perform their jobs    6. Spend time in the “trenches with employees on occasion so you know they are interested in their jobs    7. Appreciate employees’ accomplishments    8. Value the diversity in the workplace    9. Communicate with and listen to employees    10. Encourage employees’ professional development and advancement    11. Enjoy humor on the job as appropriate    12. Develop creativity in employees    13. Take risks    14. Have students in pairs either choose someone, famous or not, or you may provide them with a name that they can draw from a hat. Have them identify as many characteristics listed above (or elsewhere in the lesson) that this person exhibits, or they can add other qualities. Students can take turns presenting the list they came up with to the class while a student volunteer writes down their responses and tallies them when they repeat. Then discuss the qualities that seem the most common. 7. Decision-Making and Leadership Styles    1. Autocratic    2. Democratic    3. Free Rein, or Open    4. Ask students what type of leadership style motivates them to get a job done. Then lead a discussion regarding the types of leadership styles listed above. 8. Autocratic    1. Gives exact instructions for work to be done    2. Employees make few decisions    3. Advantages       1. Can be more efficient than other types       2. Effective in emergencies       3. More helpful with part-time employees    4. Disadvantages       1. Employees may lack creativity       2. Lead to employee dissatisfaction       3. Does not prepare employees for leadership roles    5. Some students prefer being told what to do and how to get it done. Sometimes students who are like this may prefer this type of work as an employee as well. Discuss the types of jobs that reflect this type of leadership style. Direct students to the bls.gov website and look for jobs that are related to assembly work. Look at the nature of work tab and locate jobs that would most likely utilize the autocratic leadership style. 9. Democratic    1. Encourages employees to share in work-related decisions    2. Advantages       1. Open communication between manager and employees       2. Encourages employee participation in decisions       3. Employees feel like a team       4. Most helpful with experienced employees who want responsibility    3. Disadvantages       1. Can be time-consuming due to more discussion       2. Some employees may not want to participate    4. Direct students to search online for examples of leaders who fit each leadership style.    5. Ask student if they can think of types of businesses where the different leadership styles may be most appropriate. Also ask them when the same manager may use two of the styles for the same employees. Ask them what situations at work can arise that would necessitate the two different styles. 10. Free Rein     1. Also called Open or Laissez-Faire     2. Provides little, if any direction     3. Advantages        1. Is more effective with experienced employees        2. Best when there is little change        3. Most common with jobs that change locations, causing employees to be in different places and unable to work as often in a team     4. Disadvantages        1. Ineffective with newer employees        2. Ineffective with employees who are uncomfortable with decision-making     5. Ask student if they would like to work for someone with the Free Rein leadership style. Discuss their reasons why or why not. 11. Contemporary Leadership     1. Charismatic     2. Servant-leader     3. Authentic     4. Traditional leadership styles have been discussed, but leadership today has evolved into care more for employees possibly than in the past. 12. Charismatic     1. Draw people toward them     2. Look people in the eye     3. Show employees you believe in them     4. Help employees through mentoring     5. Have students search online for charismatic leaders. Discuss qualities of these leaders. 13. Servant-leader     1. Put other people before yourself     2. Help other people achieve their goals     3. Involve employees in community activities     4. Visit the UPenn website listed in the reference section. Have students view the video listed as an article entitled “Southwest Airlines’ Colleen Barret Flies High on Fuel Hedging and ‘Servant Leadership.’” You will need to register for the site, but it is free. Ask students to volunteer to write on the board (including different words, phrases, or activities mentioned in the video that demonstrate servant-leadership). 14. Authentic     1. Know yourself and what life events contributed to who you are     2. Know what your strengths and weaknesses are     3. Understand your values |
| **Guided Practice \*** | Talk to students about school and/or classroom rules. Place a sign in three areas of the room that each say *Autocratic*, *Democratic*, and *Free Rein*. Have each student write down two rules that they think areappropriate for a school or classroom, and then place each one on the wall underneath the appropriate sign. Go around the room and discuss the rules they presented and discuss why each is where it is. For example, there may be a rule that says the student can leave the room whenever they want. They may suggest that this is a rule that a free rein leader would have, while a rule such as “students are never allowed to leave the room” could be an autocratic leadership style. Students may continue the discussion around other teachers’ leadership styles (without naming names) or work managers. |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Have students conduct Internet research to locate another leadership skills survey or test, different from the one selected above. The reason the student is doing this again is that the surveys will contain slightly different questions. This will either add to the repertoire of leadership skills the student possesses or reinforce the skills that were addressed on the previous survey that the student completed earlier. |
| **Lesson Closure** | Ask students the following questions on exit tickets.  Question #1: What is the difference between IQ and EQ?  Answer #1: The main difference is that IQ deals with mental intelligence and EQ is emotional intelligence  Question #2: What are four types of skills a leader should possess?  Answer #2: A leader should have people skills, time‐management skills, problem‐solving skills, and business skills.  Question #3: What is a difference between a leader and a manager?  Answer #3: A leader manages people and a manager manages tasks.  Question #4: What are three types of leadership styles?  Answer #4: Three types are autocratic, democratic, and free rein.  Question #5: What are three types of contemporary leadership?  Answer #5: Three types are charismatic, servant‐leader, and authentic. |
| **Summative / End of Lesson Assessment \*** | The following can be considered a formal evaluation.   * Leadership Styles Assignment #1 * Leadership Poster Assignment #2 * Trailblazers Flyer Assignment #3 |
| **References/Resources/**  **Teacher Preparation** | **References**   * *Business Principles and Management,* South‐Western Publishing, 2001 * *Business Management,* South‐Western Publishing, 2013 * [https://bls.gov](https://bls.gov/) * [http://kwhs.wharton.upenn.edu/lesson\_plans/servant‐leadership/](http://kwhs.wharton.upenn.edu/lesson_plans/servant-leadership/)   + <https://kwhs.wharton.upenn.edu/wp‐content/uploads/2011/03/KWHS_Trailblazers_eBook.pdf> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | **English‐English I**   * 110.31(b) (1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. * 110.3(b) (11) Reading/Comprehension of informational text/procedural texts. Students understand how to glean and use information in procedural texts and documents. |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** | * Leadership Styles Assignment #1 /Rubric * Leadership Poster Assignment #2 /Rubric * Trailblazers Flyer Assignment #3 /Rubric |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication**  **90 Second Speech Topics** |  |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | Have students interview a local business owner to ask them questions about his/her own leadership style and what he/she is looking for in his/her employees. Summarize the business owner’s responses and bring them back to class to combine the responses with those of other students’. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | Business Professionals of America  Future Business Leaders of America |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)