

UNIT VI - LEADERSHIP AND PERSONAL DEVELOPMENT

Lesson 1: Developing Leadership Skills

Competency/Objective: Identify important factors in developing leadership skills.

Study Questions

1. **How is personal leadership defined?**
2. **Why are leadership skills important?**
3. **Why is setting goals important?**
4. **Why are communications skills important?**
5. **How is knowledge of parliamentary procedure important to leadership?**
6. **How does the FFA Organization provide leadership opportunities?**

References

1. *Exploring Agriculture in America* (Student Reference). University of Missouri-Columbia: Instructional Materials Laboratory, 2000, Unit VI.
2. *National FFA Manual*. The National FFA Organization.
3. Ricketts, Cliff. *Leadership: Personal Development and Career Success*. Albany, NY: Delmar, 1997.
4. Activity Sheets
AS 1.1 Personal Leadership Qualities
AS 1.2 Researching a Leader
AS 1.3 Setting Goals
AS 1.4 Verbal Communication Skills Checklist
AS 1.5 The Parliamentary Procedure Game

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TEACHING PROCEDURES

A. ***Introduction***

This lesson defines leadership and includes the skills necessary to become an effective leader as well as skills on effective goal setting and communication. It concludes with a scope of the leadership opportunities provided by the National FFA Organization.

B. ***Motivation***

Have students generate a list of people they consider to be great leaders and list them on the board. Have them list the skills these people possessed that made them great leaders.

C. ***Assignment***

D. ***Supervised study***

E. ***Discussion***

Q1. **How is personal leadership defined?**

A1. **Personal leadership is the ability to motivate and organize oneself and others to achieve goals.**

Have students complete AS 1.1. Generate a discussion on leadership by having students write instances (good or bad) in which they were leaders. Discuss how people can lead in good ways and in bad ways. Also discuss how those who led poorly could have changed the situation to be good leaders.

Q2. **Why are leadership skills important?**

A2.

- a) **Improve confidence and acquire respect from others**
- b) **Help others and make a contribution to society**
- c) **Offer opportunity for unlimited success**

Discuss the importance of leadership and how being an effective leader can change someone's life in the ways stated above. Complete AS 1.2 to illustrate the impact a good leader can make.

Q3. **Why is setting goals important?**

A3.

- a) **Focuses energy on what is to be completed**
- b) **Motivates people to complete those tasks**

Discuss the three basic types of goals: short term, intermediate, and long term. Have students complete AS 1.3 to practice goal setting. Generate a classroom discussion about the importance of setting goals and the personal goals they would like to achieve.

Q4. **Why are communication skills important?**

A4.

- a) **Assist people in getting a job, a promotion, or a raise**
- b) **Create a strong personal image**
- c) **Build better relationships with people**

Have the students create a list of ways communication skills can help them succeed in their everyday lives. Relate each item to the three points listed above. Complete AS 1.4 Verbal Communication and discuss ways to improve communication skills.

Q5. How is knowledge of parliamentary procedure important to leadership?

A5.

- a) **Teaches leaders how to conduct fair and democratic meetings**
- b) **Improves communication and public speaking skills**
- c) **Improves decision making and respecting the rights of others**

Discuss the importance of parliamentary procedure. Optional: Consult *Robert's Rules of Order* for conducting an FFA meeting with the class and conduct AS1.5 in which students play a game about parliamentary procedure.

Q6. How does the FFA Organization provide leadership opportunities?

- A6. a) Career Development Events - at the local, district, state, and national levels**
- b) Supervised Agricultural Experience Programs - local, district, state, and national awards programs**
- c) Leadership conferences, seminars, and camps - at local, state, and national levels**

Distribute *National FFA Manual* or *Student Handbook* to students and discuss opportunities for leadership activities in the National FFA Organization.

F. *Other Activities*

1. Have a chapter or state FFA officer speak to the class on leadership opportunities in the National FFA Organization.
2. Have the class organize its own junior high FFA chapter, elect officers, and plan activities.
3. View the video *Leadership Qualities that Get Results*, R Video 87, available from the Missouri Resource Center for Career & Technical Education, University of Missouri-Columbia.

G. *Conclusion*

Becoming an effective leader is important to success and satisfaction in life. Effective leaders inspire, motivate, and persuade others to achieve goals. Elements to leadership include setting goals and possessing good communication skills. Using parliamentary procedures ensures that meetings and decision making are fairly handled. The National FFA is a leadership organization that provides opportunities to achieve goals of leadership and communication.

H. *Answers to Activity Sheets*

AS 1.1 Personal Leadership Qualities

The instructor should determine if the answers are appropriate.

AS 1.2 Researching a Leader

The instructor should determine if the answers are appropriate.

AS 1.3 Setting Goals

The instructor should determine if the answers are appropriate.

AS 1.4 Verbal Communication Skills Checklist

The instructor should determine if the answers are appropriate.

AS 1.5 The Parliamentary Procedure Game

The instructor should determine if the answers are appropriate.

I. ***Evaluation***

A unit test is provided at the end of this unit. If a lesson quiz is needed, use questions pertaining to this lesson from the unit test.

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Personal Leadership Qualities

Objective: Students will be able to identify positive leadership skills and ways to improve negative leadership situations.

Directions: In the appropriate spaces below, list situations in which you showed positive leadership skills and negative leadership skills. Then write ways in which you could have turned your negative leadership situations into positive ones under the new positive leadership roles. Finally, list some ways in which you could be a positive leader in the future.

Positive Leadership Situations

1.

2.

3.

4.

5.

New Positive Leadership Role

1.

2.

3.

4.

5.

Negative Leadership Situations

1.

2.

3.

4.

5.

Good Leadership in the Future

1.

2.

3.

4.

5.

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Researching a Leader

Objective: Students will identify personal qualities necessary for good leaders.

Directions: Identify a person in your school or community whom you consider to be a great leader. Follow the guidelines below.

1. Write a short biographical sketch of your leader.
2. Identify ways in which this person leads others.
3. Identify qualities that make this person a good leader.

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Setting Goals

Objective: Students will identify short-, intermediate, and long-term goals.

Directions: Complete the questions below.

1. List three short-term goals you would like to achieve. (These are goals you could achieve this school year.)
2. List three intermediate goals for yourself. (These goals could be completed within the next 3 years.)
3. List three long-term goals. (Long-term goals could be completed 5-10 years from now.)

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Verbal Communication Skills Checklist

Objective: Students will identify and assess areas of improvement in verbal communication.

Directions: Check all the speaking situations that apply to you now or that will apply to you in the future. Then rate your level of satisfaction for each area.

| √ | CATEGORY | NEEDS SIGNIFICANT IMPROVEMENT | NEEDS SOME IMPROVEMENT | PRETTY GOOD | EXCELLENT |
|---|---------------------------------|-------------------------------|------------------------|-------------|-----------|
| | Formal stand-up speech | | | | |
| | Lead meetings | | | | |
| | Participate in meetings | | | | |
| | Speak on the telephone | | | | |
| | Give demonstrations | | | | |
| | Act in a play | | | | |
| | Motivate a sports team | | | | |
| | Raise funds for an organization | | | | |
| | Give a report in class | | | | |
| | Speak in a small group activity | | | | |

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The Parliamentary Procedure Game

Objective: Students will understand and use basic parliamentary procedure skills.

Directions: Participate in the following “Parliamentary Procedure” game in class. Be sure to review the basic motions listed in *Robert’s Rules of Order*.

Procedures:

1. Stand with your classmates in line in the classroom as you would for a spelling bee.
2. The teacher will name one of the motions discussed in *Robert’s Rules of Order*.
3. The first person must state whether the motion requires a second.
4. The next person states whether or not that motion is debatable.
5. The third person states what vote it requires.
6. The fourth person states what other motion is directly above it in the order of precedence. If it is an incidental motion, the correct response is “incidental.”
7. If a student answers incorrectly, he or she must be seated.
8. The teacher continues asking questions about motions until only the winner remains standing.

Adapted from *Robert’s Rules of Order Revised*. < <http://www.constitution.org/rror/rror--00.htm> > 11 May 2000.

