Developing Peer Leadership

Age Group: 9th – 12th Grade

Facilitator: School Counselors

Rationale: Students will learn the importance of developing leadership roles in various extracurricular activities. They will learn how to inspire others and help them work toward a common goal. Students will also learn to identify personal strengths and assets while understand why leadership is important, evaluate leadership roles, examine their own potential for leadership and learn to appreciate the value of leadership and those who choose to take the lead.

Common Core Standards:
CCSS.ELA-LITERACY.CCRA.SL.1
- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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ASCA Standards:
A:A2 Acquire Skills for Improving Learning
- A:A2.3 Use communication skills to know when and how to ask for help when needed
A:A3 Achieve School Success
- A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students
- A:A3.4 Demonstrate dependability, productivity, and initiative
- A:A3.5 Share knowledge
A:B1 Improve Learning
- A:B1.2 Learn and apply critical-thinking skills
C:A1: Develop Career Awareness
- C:A1.4 Learn how to interact and work cooperatively in teams
C:A2 Develop Employment Readiness
- C:A2.1 Acquire employability skills such as working on a team, problem solving, and organizational skills
C:C2 Apply Skills to Achieve Career Goals
- C:C2.2 Learn how to use conflict management skills with peers and adults
- C:C2.3 Learn to work cooperatively with others as a team member

PS:A1 Acquire Self-Knowledge
- PS:A1.2 Identify values, attitudes and beliefs
- PS:A1.5 Identify and express feelings
• PS:A1.6 Distinguish between appropriate and inappropriate behavior
• PS:A1.9 Demonstrate cooperative behavior in groups

PS:A2 Acquire Interpersonal Skills
• PS:A2.6 Use effective communication skills
• PS:A2.7 Know that communication involves speaking, listening, and nonverbal behavior

PS:B1 Self-Knowledge Application
• PS:B1.6 Know how to apply conflict resolution skills

NOSCA Standards:
• 5. College and Career Assessments Goal: Promote preparation, participation and performance in college and career assessments by all students.

Materials:
1. Handout 1 – “Self-Analysis/Leadership Inventory” (Appendix A)
2. Handout 2 – “Guidelines for Developing Leadership Skills” (Appendix B)
3. Pens/pencils

Procedure:
1. Make copies of the Leadership Inventory and distribute it to the students.
2. Tell students they will not have to share it with anyone and have them complete it.
3. After a few minutes, distribute the Guidelines for Developing Leadership skills.

Discussion:
1. Why do people need leaders?
2. Which is more important: being popular or being a leader?
3. Can people learn to lead?
4. Are leaders born or developed?
5. Name a world leader. Name a West Virginia leader. Name a school leader.
6. What is meant by the saying, “Enthusiasm is contagious”?
7. Name five qualities of a good leader.
8. Name five qualities of a poor leader.
9. Name one thing a good leader would do to improve something at school.

Integrative Closing Statement:
Leadership is not just a matter of taking control. Leadership means being a team player. There are many different ways to lead. For example, students can lead by taking risks, putting group concerns above personal ones, and by being a good communicator.

Extension Activities: Ask students to check out opportunities to be a leader in your community and ask them to journal their experiences.

Lesson Adapted from: Chicago Public Schools (9-12) 30 Advisor/Advisee Lessons
http://intranet.cps.k12.il.us/Lessons/Advisory/
APPENDIX A

Assessing Your Leadership Style

Note: This test is designed to help determine your personal leadership style. There is no right or wrong answer. Just choose the answer which seems most like what you would naturally do.

1. When your chapter is meeting, it is most important to you that:
   a. You stay on schedule and get through the material you planned for the group
   b. You make sure that each person has had a voice in the discussion
   c. You let the discussion run its natural course and see what happens

2. If you are leading a discussion and you find one person dominating it, do you:
   a. Invite others to participate in the discussion
   b. Hope that the person will eventually get the hint and stop talking so much
   c. Tell the person that you’d like others to have a chance to participate

3. You arrive late to an important chapter event and discover that the two freshmen in charge have not set the room up properly and are busy in last minute preparations. Do you:
   a. Figure it’s too late to do anything and roll with the punches
   b. Pull them aside and tell them what has to be done
   c. Ask them if they can try to improve the room set up

4. Your chapter Secretary has consistently forgotten to submit the proper paperwork to your schools administration. Do you:
   a. Find someone else that can do the job
   b. Ask the Secretary about what’s going on and offer to help
   c. Ask the Secretary to try harder next time

5. You’ve just asked another chapter member to join the chapters’ leadership team. The best way to get them started in their new role is to:
   a. Make sure they have an opportunity to really get to know the other chapter leaders
   b. Let them have enough ‘adjustment’ time to get used to the new role
   c. Make sure they understand very clearly what is expected of them

6. The best way to keep the chapter up to date on schedule changes is to:
   a. Let everyone learn about the changes through regular interaction and let them know if anyone has questions to get in touch with you
   b. Send out an email explaining the changes
   c. Ask the chapter President to put it on the meeting agenda
7. You happen to be one of the main student leaders of your school's band. In a leader's meeting, one of the younger leaders questions a decision you have made. Do you:
   a. Try to explain why you arrived at your decision
   b. Ask the person to elaborate on why they question your decision
   c. Ask the person what decision they would have made

8. You discover that a member of your chapter has been openly critical of your leadership. Do you:
   a. Set up a meeting to discuss why this person has been critical
   b. Wait for the other person to bring it up to you directly
   c. Immediately meet with the person and confront them on their attitude

9. You are the chapter President and you have some strong thoughts on how to lead the chapter. However, your chapter sponsor disagrees. Do you:
   a. Allow a little time to go by and see if the sponsor changes their mind
   b. Ask the sponsor to suggest other alternatives that will work
   c. Tell your sponsor that you appreciate the other ideas, but you have strong reasons for your decision and that you need to be trusted

10. When solving a problem that affects others, do you:
    a. Present the problem, the solution and each person’s part in the implementation
    b. Discuss the problem and try to get everyone to agree on a common solution
    c. Trust that each person will solve their part of the problem that affects them

11. You are in charge of planning a chapter fundraiser. Do you:
    a. Encourage spontaneous meetings to discuss plans
    b. Check to see that everyone knows what to do
    c. Let people get in touch with you if they have any questions

12. In establishing a committee to plan an event it is best to:
    a. Allow the committee to function at their own pace
    b. Ask the committee to establish their own timeline after they understand the objectives
    c. Give the committee clearly defined objectives, a timeline and standards of operating

13. The best way to handle a difference in opinion between two members in your chapter is to:
    a. State the differences of opinion and present a compromise position that both can accept
    b. Encourage the two to meet together and work out their differences
    c. Bring the two people together and help them arrive at a solution

14. In a group of friends, do you;
a. Try to make sure everyone has been heard  
b. Enjoy listening to the ideas of others  
c. Easily offer your opinion

**Scoring the Leadership Profile**

<table>
<thead>
<tr>
<th>Question</th>
<th>Directive</th>
<th>Consultative</th>
<th>Free Rein</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A_____</td>
<td>B_____</td>
<td>C_____</td>
</tr>
<tr>
<td>2</td>
<td>C_____</td>
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<td>B_____</td>
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<tr>
<td>3</td>
<td>B_____</td>
<td>C_____</td>
<td>A_____</td>
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<tr>
<td>4</td>
<td>A_____</td>
<td>B_____</td>
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<td>5</td>
<td>C_____</td>
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<tr>
<td>14</td>
<td>C_____</td>
<td>A_____</td>
<td>B_____</td>
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</tbody>
</table>

**TOTAL** _______ _______ _______

My natural leadership style is: ____________________________
**DIRECTIVE LEADERSHIP STYLE**

1. In challenging situations, you feel most comfortable working from clear guidelines.

2. In meetings, you take charge early and become anxious to get down to business.

3. You find it easy to assign tasks, provide schedules, and monitor progress.

4. You may tend to become impatient when subordinates want to prolong a discussion. You tend to be more concerned with getting the job done than you are with meeting interpersonal needs.

5. In situations in which you have complete control you tend to relax more, assume an easy-going manner, and become more patient and considerate.

**CONSULTIVE LEADERSHIP STYLE**

1. The primary goal is to have good interpersonal relations with others—even at the sacrifice of the goal.

2. You tend to be very sensitive to the individual members of the group and are especially concerned with their feelings.

3. In a meeting you tend to encourage the participation of various members of the group.

4. In high stress situations you tend to find it more difficult to reach the goal.

5. You function best in moderate control situations where you are able to deal with interpersonal relations and deal effectively with difficult subordinates.

**FREE-REIN LEADERSHIP STYLE**

1. In challenging situations, you allow the greatest freedom to your subordinates.

2. You can become overly tolerant of non-productive members of your team.

3. Your “best” day is one in which you have spent the majority of your time working on projects and administrative functions.

4. You schedule meetings, but may tend to have a difficult time bringing the discussion to any definitive conclusion or implementation plan.

5. You tend to function best with subordinates who enjoy working on their own and need little day-to-day supervision from you.
## Comparison of Leadership Styles

<table>
<thead>
<tr>
<th>Area of Concern</th>
<th>Directive (Control Orientated)</th>
<th>Consultative (Team Approach)</th>
<th>Free Rein (Laissez-Faire)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who does the planning?</td>
<td>Leader</td>
<td>Leader plus group</td>
<td>Individuals or groups</td>
</tr>
<tr>
<td>Who does the Problem Solving?</td>
<td>Leader</td>
<td>Leader plus group</td>
<td>Individuals or groups</td>
</tr>
<tr>
<td>Who makes decisions?</td>
<td>Leader</td>
<td>Leader plus group</td>
<td>Individuals or groups</td>
</tr>
<tr>
<td>What is the direction of communication?</td>
<td>Down</td>
<td>Down, up and across</td>
<td>Across</td>
</tr>
<tr>
<td>Where is the responsibility for achievement felt?</td>
<td>Leader</td>
<td>Leader plus group</td>
<td>Not Felt</td>
</tr>
<tr>
<td>Where does the responsibility actually lie?</td>
<td>Leader</td>
<td>Leader</td>
<td>Leader</td>
</tr>
<tr>
<td>Leader’s confidence level in subordinates</td>
<td>Little to none</td>
<td>High</td>
<td>High</td>
</tr>
<tr>
<td>Leader’s rapport with subordinates</td>
<td>Low</td>
<td>High</td>
<td>Questionable</td>
</tr>
<tr>
<td>Amount of delegation of authority by leader</td>
<td>None</td>
<td>Lots</td>
<td>Lots</td>
</tr>
<tr>
<td>Crisis Management</td>
<td>Good</td>
<td>Poor</td>
<td>Chaotic</td>
</tr>
<tr>
<td>Change Management</td>
<td>Poor</td>
<td>Good</td>
<td>Ineffective</td>
</tr>
</tbody>
</table>
Behaviors That Work For and Against Leadership Selection

The behavioral approach to leadership suggests that people can behave in ways that may lead to their being selected as leaders or distinguish them as leaders. This is similar to the trait approach, except that traits are considered more or less inborn attributes, while behaviors can be learned and refined. The list below shows behaviors that have been identified as being related to being selected or not selected as a leader in groups.

<table>
<thead>
<tr>
<th>Contributing Behaviors</th>
<th>Interfering Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>• high participation and talking</td>
<td>• low level of participation, involvement or contribution</td>
</tr>
<tr>
<td>• comfort and fluency in delivering information</td>
<td>• uninformed contribution</td>
</tr>
<tr>
<td>• forceful and energetic in presentation</td>
<td>• overly directive comments</td>
</tr>
<tr>
<td>• does not express strong opinions early in group (can later)</td>
<td>• offensive language (including sexist and profanity)</td>
</tr>
<tr>
<td>• initiates conversation</td>
<td>• stilted, overly formal language</td>
</tr>
<tr>
<td>• introduces new themes and topics</td>
<td>• dominates conversation</td>
</tr>
<tr>
<td>• seeks comments from others (Gatekeeper role)</td>
<td>• absent from meetings</td>
</tr>
<tr>
<td>• sits at head of table</td>
<td>• volunteers as secretary or recorder of meetings</td>
</tr>
<tr>
<td>• in a position of receiving, dispensing, or coordinating information</td>
<td>• takes role of joker</td>
</tr>
<tr>
<td>• avoids obviously persuading other to a point of view</td>
<td>• shows contempt for leadership</td>
</tr>
<tr>
<td>• interacts flexibly with others; changes style as needed but not seen as chameleon</td>
<td>• willing to do as told</td>
</tr>
<tr>
<td>• promotes identity of group (&quot;we, us, our&quot;, etc.)</td>
<td>• presents self too strongly early in group discussion</td>
</tr>
<tr>
<td>• listens accurately to other's contributions</td>
<td></td>
</tr>
<tr>
<td>• demonstrates achievement, goal orientation and task structure</td>
<td></td>
</tr>
</tbody>
</table>

Go back over the above lists and reflect on the differences between them. What are the principles involved? What makes a person desirable or undesirable as a leader based on behavior?
APPENDIX B
Guidelines for Developing Leadership Skills

Four Ways to be a Good Leader:
1. Set an example by what you do and say.
2. Set a spirit of cooperation.
3. Learn to problem solve using creative ideas.
4. Listen to others and speak out when necessary.

Importance of Developing Leadership Skills:
1. It helps to focus on a specific task and contributes to group goals.
2. It helps the person grow personally, academically, and socially.

Effective Leaders are Excellent Communicators:
1. Leaders have the ability to be heard and understood.
2. Leaders’ enthusiasm is contagious.
3. Leaders are team players.

Effective Leaders Help Develop Team Spirit by Promoting:
✓ Friendliness
✓ Understanding
✓ Good will
✓ Fairness
✓ Enthusiasm