

Leadership Skills

Unit: Career Exploration

Problem Area: Career Planning and Job Seeking

Lesson: Leadership Skills

- **Student Learning Objectives.** Instruction in this lesson should result in students achieving the following objectives:

- 1 Define leadership.**
- 2 Identify student leadership activities.**
- 3 Identify student leadership organizations and resources.**

- **List of Resources.** The following resources may be useful in teaching this lesson:

Badash, Shirley, and Doreen Chesebro. *Introduction to Health Occupations: Today's Health Care Worker*, 6th ed., Prentice Hall, 2004.

Health Occupations Students of America (HOSA). Accessed Oct. 20, 2007 <<http://www.hosa.org/index.html>>.

Medicine and Health Care National Student Leadership Conference. Accessed Oct. 20, 2007 <<http://www.nslcleaders.org/medicine.html>>.

SkillsUSA. Accessed Oct. 20, 2007 <<http://www.skillsusa.org/index.shtml>>.



■ List of Equipment, Tools, Supplies, and Facilities

- ✓ Overhead or PowerPoint projector
- ✓ Visual(s) from accompanying master(s)
- ✓ Copies of sample test, lab sheet(s), and/or other items designed for duplication
- ✓ Materials listed on duplicated items
- ✓ Computers with printers and Internet access
- ✓ Classroom resource and reference materials

■ **Term.** The following term is presented in this lesson (shown in bold italics):

- ▶ leader

■ **Interest Approach.** Use an interest approach that will prepare the students for the lesson. Teachers often develop approaches for their unique class and student situation. A possible approach is included here.

Ask students to think of several people they would consider leaders. Then ask students to think of people in the health care industry, past or present, that they would consider leaders. Ask the students to share their thoughts. Then ask the following questions: "Can everyone be a leader? Why? Why not?" Allow for a brief discussion, and then begin the lesson.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1: Define leadership.

Anticipated Problem: What is a leader? How do you define leadership?

- I. Define a leader and leadership.
 - A. A **leader** is often defined as a person who influences the behavior of others, helps facilitate change, and helps others reach common goals and objectives.
 - B. Leadership is difficult to define. It is often more easily explained by examining the qualities common to successful leaders in addition to the duties and responsibilities of those we consider leaders.
 - C. Qualities of successful leaders differ, but many leaders are:
 1. Passionate
 2. Enthusiastic
 3. Responsible

4. Conscientious
 5. Creative
 6. Admirable
 7. Compassionate
 8. Insightful
 9. Determined
 10. Fair
- D. Duties and responsibilities of leaders (See VM–B)
1. They provide direction.
 2. They mediate.
 3. They advocate for others.
 4. They appoint tasks to others.
 5. They coordinate events.
 6. They supervise.
 7. They oversee and lead meetings.
 8. They motivate others.
 9. They encourage others.
 10. They resolve conflicts.

*Many techniques can be used to help students master this objective. Have students read *Introduction to Health Occupations, 6th ed. (Chapter 14, Unit 3)*. Use VM–A (Student Handout) and VM–B (Student Handout) as handouts or visuals. Encourage students to think of qualities and characteristics of successful leaders in addition to duties and responsibilities of leaders. VM–A (Teacher Key) and VM–B (Teacher Key) can be used as overhead visuals or as keys to help the instructor facilitate the class discussion.*

Objective 2: Identify student leadership activities.

Anticipated Problem: What activities can build and demonstrate student leadership skills?

- II. Suggested student leadership activities
 - A. Public speaking (i.e., speech class or clubs)
 - B. Student government or student council
 - C. Peer mediation groups
 - D. Conflict resolution and crisis-prevention groups/courses
 - E. Club or team membership (especially as an officer)
 - F. School sports teams
 - G. National honor society or another academic club

- H. Participation in leadership workshops
 - 1. Interpersonal communications
 - 2. Stress management
 - 3. Team building
 - 4. Peer mediation
- I. Advocacy activities
 - 1. Blood drives
 - 2. Food drives
 - 3. Health fair
 - 4. Support groups
 - 5. Tutoring
- J. Volunteer and charity work
 - 1. Community-service projects
 - 2. School (i.e., Open House tour guide)
 - 3. Church
 - 4. Hospitals
- K. Membership in local or national student leadership organizations

Many techniques can be used to help students master this objective. Use VM–C to suggest several ways in which students can build and demonstrate leadership skills.

Objective 3: Identify student leadership organizations and resources.

Anticipated Problem: What are some student leadership organizations and resources?

- III. Student leadership organizations and resources
 - A. There are many student leadership organizations.
 - 1. An Internet search can be helpful in locating some organizations.
 - 2. Several student leadership organizations help develop leadership skills in the areas of health science technology and health occupations.
 - a. Health Occupations Students of American (HOSA)
 - b. National Student Leadership Conference (NSLC)
 - c. Skills U.S.A.

Many techniques can be used to help students master this objective. Use VM–D as a visual or as a handout for students on student leadership organizations related to health science technology and health occupations. Have students research one of these organizations using LS–A.

- **Review/Summary.** Use the student learning objectives to summarize the lesson. Have students explain the content associated with each objective. Student responses can be used in determining which objectives need to be reviewed or taught from a different angle. Questions at the ends of chapters in the textbook may also be used in the review/summary.
- **Application.** Use the included visual masters and lab sheet to apply the information presented in the lesson. Instructors may want to consider requiring students to show proof of some student leadership activities in a student portfolio. Instructors may encourage students to join HOSA or Skills U.S.A. and suggest they participate in one or more regional/state health care skill competition(s) to demonstrate leadership skills. Instructors can also nominate student leaders for the National Student Leadership Conference in Medicine and Health Care.
- **Evaluation.** Evaluation should focus on student achievement of the objectives for the lesson. Various techniques can be used, such as student performance on the application activities. A sample written test is provided.

■ **Answers to Sample Test:**

Part One: Short Answer

1. A leader is a person who influences the behavior of others, helps facilitate change, and helps others reach common goals and objectives.
2. Any five qualities or characteristics that would be reasonably attributed to a successful leader would be acceptable. Some examples include being professional, responsible, respectful, charismatic, flexible, passionate, creative, optimistic, enthusiastic, and committed.
3. Any five duties or responsibilities that could be reasonably expected of a leader would be acceptable. Some examples include delegating, supervising, organizing, evaluating, strategizing, guiding, advocating for others, budgeting, motivating, coaching, and encouraging.
4. Student answers should include each of the following, in any order: Health Occupations Students of America (HOSA), National Student Leadership Conference (NSLC), and Skills U.S.A.

Part Two: True or False

1. T
2. F
3. F
4. F
5. F
6. F
7. T

► **Part Two: True or False**

Instructions: Write T for true or F for false.

- _____ 1. Leadership skills can be demonstrated on the basketball court, in speech class, and during a food drive or blood drive.
- _____ 2. To be a leader, an individual must belong to multiple organizations and clubs.
- _____ 3. Anyone can attend the National Student Leadership Conference.
- _____ 4. Only three student leadership organizations exist.
- _____ 5. Leadership is easy to define.
- _____ 6. Anyone can take a class in leadership and become a successful leader.
- _____ 7. Leaders often influence the behavior of others.

TEACHER ANSWER KEY

Looking at Leaders—Part I

visionary	commitment	conscientious
innovative	creative	charismatic
good communicator	passionate	enthusiastic
tenacious	pioneering	inspiring
ethical	courageous	daring
flexible	wise	effective
self-confident	professional	responsible
critical thinker	problem-solver	optimistic
powerful	strength	respectful
savvy	empathy	maturity
trustworthy	reliable	admirable
motivator	integrity	influential
dedicated	modest	collaborator
decisiveness	perceptive	concern for others
competent	fair	imaginative
good judgment	loyal	initiative
compassionate	team-builder	honest
inventive	forward-thinking	rational
insightful	resourceful	enterprising
persistent	“presence”	compelling
socially responsible	drive	determined

TEACHER ANSWER KEY

Looking at Leaders—Part II

provide direction	team building	negotiate
manage	budget	plan
evaluate	motivate	supervise
empower others	delegate	problem-solve
inform others	bring about change	act as role model
mediate	advocate for others	conflict resolution
decision-making	assist others	organize
develop policies	develop & support mission	act as liaison between groups
develop strategies	oversee & lead meetings	lead by example
appoint tasks to others	guide	pilot
steer	act as a link to others	help establish policies & rules
support others	keep momentum in pursuit of goals	coach others
peer mediation	influence public policy	public speaking
crisis prevention	ethical decision-making	time management
coordination of events	inspire others	encourage enthusiasm
provide vision	develop objectives	create harmony

SUGGESTED STUDENT LEADERSHIP ACTIVITIES

- ◆ Public speaking (speech classes/clubs)
- ◆ Student government or student council
- ◆ Peer mediation groups
- ◆ Conflict resolution and crisis-prevention courses/groups
- ◆ Club or team membership (especially as an officer)
- ◆ National honor society or another academic club
- ◆ School or community sports teams
- ◆ Participation in leadership workshops
 - Interpersonal communication
 - Stress management
 - Team building
 - Peer mediation



◆ Advocacy activities

- Blood drives
- Food drives
- Health fair
- Support groups
- Tutoring

◆ Volunteer and charity work

- Community service projects
- School functions (i.e., Open House tour guide)
- Church
- Hospitals

◆ Membership in local or national student leadership organizations

STUDENT LEADERSHIP ORGANIZATIONS AND RESOURCES

Health Occupations Students of America (HOSA)

◆ <http://www.hosa.org/index.html>

National Student Leadership Conference (NSLC) Medicine & Health Care

◆ <http://www.nslcleaders.org/medicine.html>

SkillsU.S.A.

◆ <http://www.skillsusa.org/index.shtml>



Explore a Student Leadership Organization

Purpose

The purpose of this activity is to explore a student leadership organization.

Objectives

1. Identify opportunities for student leadership.
2. Identify benefits of student leadership organizations.

Materials

- ◆ lab sheet
- ◆ writing utensil
- ◆ classroom computers with Internet access

Procedure

1. Use the Internet to access the Web site of a student leadership organization. You may use one of the following or a Web site that has been approved by your instructor:

Health Occupations Students of America (HOSA)
<http://www.hosa.org/index.html>

National Student Leadership Conference (NSLC)
<http://www.nslcleaders.org/medicine.html>

Skills U.S.A.
<http://www.skillsusa.org/index.shtml>



2. Complete a report on the student leadership organization using the worksheet below.
3. Submit the completed report to your instructor upon completion.

Name of Organization	When was the organization started?
This is a <input type="checkbox"/> Local <input type="checkbox"/> State <input type="checkbox"/> National organization.	Approximately how many members participate in this organization?
Briefly summarize the organization's mission or mission statement.	
List several partners (or partnering institutions) affiliated with this organization. >> >> >>	
List some of the services or benefits provided by the organization. (What can students do or participate in as members of this organization?) >> >> >>	
What is the cost of membership?	Does this organization offer scholarship opportunities for students? <input type="checkbox"/> Yes <input type="checkbox"/> No

<p>Does this organization offer students or alumni a magazine, periodical, or newsletter? If so, provide the title:</p>	<p>Does this organization have a motto? If so, write it below:</p>
<p>List several cities/ states in which some of the activities (competitions, workshops) take place?</p> <p>➤➤</p> <p>➤➤</p>	
<p>Is your school a participating member of this organization?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Would you be interested in becoming a member of this organization?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>In the space provided below, write a paragraph explaining how membership in this organization might help build and showcase a student's leadership skills.</p>	