



GEORGIA

PEACH STATE PATHWAYS

Career, Technical, & Agricultural Education

BUSINESS & COMPUTER SCIENCE

COURSE: Business Essentials

UNIT 2: Leadership & Teamwork



INTRODUCTION

Annotation:

In this unit students will gain an understanding of leadership in a business setting and how leadership styles and management styles differ. Students will also learn about teamwork and how communication and interactions influence a group's cohesion.

Grade(s):

x	9 th
x	10 th
x	11 th
x	12 th

Time: 9 – 90 minute blocks

Author: David Mowery

Additional Author(s): Small Business Development Pathway Team

Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



FOCUS STANDARDS

GPS Focus Standards:

BCS-BE-4: The student participates in a variety of activities that demonstrate the importance of leadership within a business endeavor.

BCS-BE-5: The student participates as part of a team in an effort to accomplish a common goal leading to a successful business endeavor.

GPS Academic Standards:

ELA10LSV1- The student participates in student-to-teacher, student-to-student, and group verbal interactions.

National / Local Standards / Industry / ISTE: NBEA – National Business Educators Association

None



UNDERSTANDINGS & GOALS

Enduring Understandings:

- Students will understand the different types of influence a leader may possess
- Students will understand the qualities of leadership
- Students will be able to contrast a leader from a manager

Essential Questions:

- What are the characteristics & qualities of a leader?
- What is the difference between being a leader and being a manager?
- Why is delegating so important to a successful team?
- What qualities do look for in a team member?
- What are the parameters for writing effective goals?
- How do goals help with team achievement?

Knowledge from this Unit:

- Identifies the need for leadership
- Identifies and describes leadership qualities (i.e., honesty and integrity, fairness, responsible behavior, ethical work habits, passion for goals, positive attitude, enthusiasm, empathy).
- Distinguishes among different leadership and management styles.
- Compares and contrasts leadership styles and the appropriate style for a given situation.
- Demonstrates an understanding of the nature of employer-employee relationships.
- Exhibits leadership skills (i.e., negotiation skills, initiative, positive reinforcements, recognition of others' efforts, problem solving skills, conflict resolution).
- Explains the importance of delegation.
- Describes and give examples of successful teams.

- Describes the advantages of working as a team in a specific activity.
- Performs effectively as a team member in various environments with people of different ages, genders, cultures, socio-economic backgrounds, attitudes, and abilities.
- Gives and follows verbal and written communication.
- Uses appropriate behavior when interacting with employees, supervisors, and coworkers.
- Cooperatively defines team goals.
- Shares knowledge and skills with others as a means of solving problems

Skills from this Unit:

- Students will be able to write goals – long-term, medium range and short term goals
- Students will be able to be an effective member of a team, both as a leader or a team member



ASSESSMENT(S)

Assessment Method Type:

- ☐ Pre-test
- ☐ Objective assessment - multiple-choice, true- false, etc.
 - ☐ Quizzes/Tests
 - ☐ Unit test
 - ☐ Vocabulary
- ☒ Group project
- ☒ Individual project
- ☒ Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
 - ☒ Self-check rubrics
 - ☒ Journal reflections on concepts, personal experiences and impact on one's life
 - ☐ Reflect on evaluations of work from teachers, business partners, and competition judges
 - ☐ Academic prompts
 - ☐ Practice quizzes/tests
- ☐ Subjective assessment/Informal observations
 - ☒ Essay tests
 - Observe students working with partners
 - ☒ Observe students role playing
- ☒ Peer-assessment
 - Peer editing & commentary of products/projects/presentations using rubrics
 - Peer editing and/or critiquing
- ☒ Dialogue and Discussion
 - ☒ Student/teacher conferences
 - Partner and small group discussions
 - Whole group discussions
 - ☐ Interaction with/feedback from community members/speakers and business partners
- ☐ Constructed Responses
 - ☐ Chart good reading/writing/listening/speaking habits
 - Application of skills to real-life situations/scenarios
- ☐ Post-test

Assessment(s) Title:

7 Habits Project

SMART Goals

Business Leader Presentation

Assessment(s) Description/Directions:

See below in Learning Experiences

Attachments for Assessment(s):

7 Habits project.doc

SMART Goals.doc

Business Leader Presentation.doc



LEARNING EXPERIENCES

Sequence of Instruction:

1. Identify the Standards. Standards should be posted in the classroom for each lesson:

BCS-BE-4: The student participates in a variety of activities that demonstrate the importance of leadership within a business endeavor.

BCS-BE-5: The student participates as part of a team in an effort to accomplish a common goal leading to a successful business endeavor.

2. Review Essential Questions:

- What are the characteristics & qualities of a leader?
- What is the difference between being a leader and being a manager?
- Why is delegating so important to a successful team?
- What qualities do look for in a team member?
- What are the parameters for writing effective goals?
- How do goals help with team achievement?

3. Identify and review the unit vocabulary:

Controlling
Cooperation
Core Values
Delegating
Formal Influence
Goals
Human relations

Influence
Informal influence
Leadership
Management
Management style
Teamwork

4. Related FBLA Competitive Events:

Lesson 1 – Teambuilding – 5 days (1 day introductory activity, 4 days – 7 Habits Project)

Essential Question:

- Why is delegating so important to a successful team?
- What qualities do look for in a team member?

Discussion & Activity:

Introduce the concept of teambuilding by completing the **Lost at Sea** Activity with the class. This should take about 1 class block to complete with discussion and reflection activity. Next the class will take a few days to complete the 7 Habits project, this project covers *Stephen Covey's 7 Habits of Highly Effective People* – these habits are highly desirable among team members. Ideally, a set of 8 copies of *7 Habits for Highly Effective Teens* by Sean Covey (one for the instructor and one copy for each group) would be used to complete this activity. However, they are not necessary – these 7 habits are widely discussed on the internet and can be found with some research.

Lost at Sea:

This is a leadership/team building exercise that will help teach the effectiveness of consensus seeking behavior in groups through comparative experiences with both individual decision-making and group decision-making. It will also help students understand the concept of working together to improve the outcome of the group.

Process/Rules:

1. The leader distributes one copy of the Lost at Sea individual worksheet to each participant for completion. Participants are to work independently at this time.
2. After 15 minutes, give one Lost at Sea group worksheet to the group. The leader then reads the instructions with the group, emphasizing that each member of the group should partially agree with the group choices to establish consensus, but that they are not to use such techniques as voting, majority rules, or trading. Stress that it is desirable that an honest effort be made to achieve success in this task by working together. The group should be given 15 - 20 minutes to complete this activity.
3. Once the activity is complete and discussed as a class, each student should write a one paragraph reflection on the activity, highlighting what they learned about themselves as leaders and/or team members.

Supplies/Materials:

1. Lost at Sea worksheet for each participant (See student instructions)
2. One Lost at Sea group worksheet for each group (See Forms section)
3. Pen or pencil for each participant

A variation of this activity might be to designate a leader for each group. Take each leader aside and give them a specific leadership style to use in the group decision-making process (i.e. democratic, autocratic, free-rein, etc.) without the other members of the group knowing. As the group is working together, the leader is to use the characteristics of the type of leader he/she has been assigned. After the groups have finished, a discussion can follow about what happened within the groups as they worked and the advantages and disadvantages of each type of leadership style.

7 Habits project:

This project requires students to create a classroom presentation covering one of the “7 Habits of Highly Effective People” as created by Steven Covey. Student will be using the version “7 Habits of Highly Effective Teens” by Sean Covey as a reference. Each team will be responsible for an assigned “Habit.” The habits are sequential so the presentations will be given in the order that they appear in the book.

Students will be required to use Microsoft Office software products to create a complete, logical and creative presentation. PowerPoint presentations will be a minimum of 12 slides. The presentation must include a quick introductory activity, presentation and a classroom activity for all students. All members of the group must participate in the presentation. Presentations must be at least 30 minutes, from the beginning of the introductory activity to the end of the classroom activity.

Use the **7 Habits Project** document to complete this activity

Lesson 2 - Goal Setting – 1 day

Essential Question:

- What are the parameters for writing effective goals?
- How do goals help with team achievement?

Discussion & Activity:

SMART Goals:

Discuss with the class the importance of WRITTEN goals. Discuss the difference between a “wish” (unwritten, no plan) and a goal (SMART goal – Specific, measurable, attainable, relevant, time-bound) Distribute the **SMART goals** handout and discuss each aspect of a SMART goal with the class. Have them practice writing SMART goals using the scenarios provided in the handout. To make sure all the criteria of a SMART goal has been met have the students assess each others goals and make corrections. Choose a few examples from the class and discuss them with the entire class. Have the students write at least one SMART goal for themselves (school-related, personal, sports related) and then write a reflection paragraph about how using the SMART goal format will help them achieve their goal.

Lesson 3 - Business Leader Research and Presentation Project – 3 days (2 working, 1 presentation)

Essential Question:

- What are the characteristics & qualities of a leader?
- What is the difference between being a leader and being a manager?

Discussion/Activity:

Begin your discussion by having students write down as many “leaders” as they can in 30 seconds. Tell the students that the leaders do not have to be famous, and that they can come from many different realms: politics, business, entertainment, sports, etc. Compile a sample list (make it diverse as possible) on the board from the leaders the students came up with – ask the class what makes these people leaders? Discuss the list as a whole and then chose some of the individual leaders listed and discuss what makes them leaders. Have the students list common qualities that these leaders share.

Distribute the Business Leader Presentation activity and Rubric and go over directions with the class. Have the class complete the activity.

Directions:

1. Research a Business Leader (example: Steve Jobs, Richard Branson, Warren Buffet, Russell Simmons, Oprah) – Yes, many entertainers & athletes are business leaders!
2. While researching answer the following questions:
 - a. Where did they grow up & in what circumstances?
 - b. Where did they go to school and for how long?
 - c. What are they like as a personal – their personality – and what are their leadership qualities?
 - d. How are they a leader and what type are they?
 - e. What have they accomplished?
3. Make a list of the references from which you got this information.
4. Create a power point presentation based on the information you found & following the set of guidelines listed below.
5. When you are finished, print in handout format.

Guidelines:

1. Title Slide with the name of the business leader, a picture of the leader, and the names of the members in the group.
2. 1 slide – Introduction – why your group chose this person
3. 2-3 slides of personal information/background (where they came from) about the leader.
4. 2-3 slides of personality description (what type of person are they? & what values do they have) about the leader.
5. 3 slides of why they are a good leader and what their leadership qualities are.
6. 1-2 slides of their accomplishments
7. 1 Summary slide of why you picked this leader.
8. 1 slide (last) should include references for the websites that you used in your presentation.

Attachments for Learning Experiences:

Lost at Sea.doc
7 Habits Project.doc
SMART goal.doc
Business Leader Presentation.doc

Notes & Reflections:

All lessons are written in a 90-minute block format. However, each lesson can be divided for a 50 minute class period. It is the responsibility of the instructor to find a natural point in each lesson to divide the activities up over multiple class periods.



CULMINATING PERFORMANCE TASK (Optional)

Culminating Unit Performance Task Title:

Business Leader Presentation Project

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

See lesson 3 above

Attachments for Culminating Performance Task:

Business Leader Presentation.doc



UNIT RESOURCES

Web Resources:

Attachment(s):

Materials & Equipment:

Computer Lab with Internet access and Microsoft Office software

Presentation equipment

What 21st Century Technology was used in this unit:

<input checked="" type="checkbox"/>	Slide Show Software	<input type="checkbox"/>	Graphing Software	<input type="checkbox"/>	Audio File(s)
<input checked="" type="checkbox"/>	Interactive Whiteboard	<input type="checkbox"/>	Calculator	<input type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input checked="" type="checkbox"/>	Desktop Publishing	<input checked="" type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Web Design Software	<input type="checkbox"/>	Blog	<input type="checkbox"/>	Video
<input type="checkbox"/>	Animation Software	<input checked="" type="checkbox"/>	Wiki	<input type="checkbox"/>	Electronic Game or Puzzle Maker
<input checked="" type="checkbox"/>	Email	<input checked="" type="checkbox"/>	Website		