

Leadership



The Essentials



This module is scheduled to be completed in 1.5 hours. (40 minutes for content dissemination and discussion; 50 minutes for activities and discussion)



Display the slide; after it plays,

- Introduce the module title.
- Ask the class to express the things that come to their minds when they think of leadership and a leader. This will function as a primer for the warm-up immediately to follow.



The following materials are required for this module:


- Student workbook
- Writing implements
- Calculator



Student Workbook: Page 1

Self-assess. What kind of leaders are you?




- Ask the class to turn to page 2 in the student workbook and complete the warm-up activity.
- You may click the  button to show the class an **example** of a completed row.
- Have volunteers present their skill and attitudes and their self-rating on each. **But only if they are willing to share; these ratings can be very personal.**

Student Instructions

On the left line, list the skills, behaviors, and/or attitudes you believe are important for effective leadership. On the right, rate yourself by shading in the blocks, then provide a rationale for your self-assessment on the line immediately below.

Example that can be projected for the class:



Skills, Behaviors or Attitudes	Rating and Rationale
Delegation	<div style="display: flex; align-items: center;"> <div style="margin-right: 10px;">  </div> <div> <p>I am not optimal at delegating. Even though I have a team of capable people working with me, I still take on too much of some tasks.</p> </div> </div>



Student Workbook: Page 2

Objectives

Identify personality traits of good leaders




Identify behaviors that separate good leaders from others

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	<ul style="list-style-type: none"> • Present the module objectives. • Answer questions the students may have about the objectives.
	<p>This module will cover the following objectives:</p> <ul style="list-style-type: none"> • Identify personality traits of good leaders. • Identify behaviors that separate good leaders from others.
	<p>Student Workbook: Page 3</p>



	<p>After the slide plays, read the talking points.</p>
	<p>Research shows there are several character traits common within effective leaders. You may be thinking, "Character Traits. Does that mean great leaders are born? The answer is no. Character is who you are at the core, but it is certainly adjustable and not fixed at birth.</p> <p>Let's look at some of these desirable character traits.</p>
	<p>Student Workbook: Page 4</p>

What Do You See?



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Ask the class to express what they think each of the images on the slide demonstrates.

Possible Response

- *Left:* a leader who is part of the team; great teamwork; positive work environment; people who like their job and coworkers; a successful moment.
- *Right:* a leader who appears disconnected from the team; disengaged people; stressed people; bored people; people not listening to their leader.



- Strong leaders are honest about why they do what do. Since the leader sets the tone for the organization, this trait should filter to the rest of the company. You do not want employees who will cheat and cut corners. And you certainly do not want them doing it because in some way as a leader, you have communicated these behaviors are acceptable.
- The picture on the left is an example of the trust and commitment honest leaders get; they get buy in from others. The picture on the right is an example of the potential outcome when employees do not value, trust or have faith in their leader.
- As a leader you want to create an environment for success and that begins with being honest and principled with everyone involved.




Student instructions

In each space, take a minute to write the thoughts that come to your mind when looking at each picture.




Student Workbook: Page 5


Activity Staff Meeting



Student Workbook: Page 8 +




- Read the situation aloud.
- Solicit answers and rationale behind the answers from the students.
- Click the + button to confirm and display the best response for this situation.



Let us look at a situation I know many of you have encountered. Read the situation:


During a staff meeting, you share a new project the company will undertake. You share most of the details with the staff, but when Susan asks, "What's the timeline for product development?" you are not certain about the answer. How should you proceed?



Solution

How you should proceed.

- A. Make up something on the spot.
- B. Tell her you do not know yet and will get back to her once there is an answer.
- C. Tell her it is not an appropriate time for questions; you will discuss it later.



Student Workbook: Page 6




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- A leader must be a quick thinker who keeps the cogs in the machine moving. Unlike others in the organization who may only be responsible for specialized tasks, the leader must oversee many—sometimes competing—moving parts.
- In your role, you face multiple, constant streams of information which only makes decision-making more challenging. Not being able to sort through and make sense of the data can leave you and everyone else paralyzed and flustered.
- Therefore, leaders must possess great analytical skills. A skill used to both **classify** pieces of information as well as pull meaning from them. Here are some steps you can use to arrange data and quickly make accurate choices:
 1. **Prioritize information** – Not everything you see and hear will be equally important. Some information will be *high priority*, others *low priority* and some irrelevant. Come up with systems that allow you to tackle everything you need to, but in the order that makes the most sense.
 2. **Clarify information** – Sometimes when you decide certain information is important it may still be unclear, or even contradictory to other data. One way to overcome this is to think of possible explanations for what you are seeing, or even invite others to provide their interpretations. Whatever you do, do not accept ambiguous information as is. Limited information almost guarantees poor decisions.
 3. **Recognize similarities** – If your current issues are fundamentally similar to ones you have previously encountered, drawing on these previous experiences can expedite the manner in which problems are resolved.
 4. **Recognizing differences** - Do not get complacent. Even when current issues appear analogous to ones you have previously experienced, examine it closely. Not doing so puts you at risk for using blanket approaches when the situations you are comparing might be different in critical ways; thus rendering your approach ineffective.






Student Workbook: Page 7



Discussion

To a certain degree your job is routine. Consequently, it is easy to come up with stock responses for stock issues. But what about unconventional situations when all eyes are on you and a formulaic response or even past experiences might be of little use? What do you do then?

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	<ul style="list-style-type: none"> Read the discussion prompt to the class. Facilitate the discussion and prompt for extended responses where possible. Transition into the next slide.
	<p>Read prompt:</p> <p style="margin-left: 20px;"><i>To a certain degree your job is routine. Consequently, it is easy to come up with stock responses for stock issues. But what about unconventional situations when all eyes are on you and a formulaic response or even past experiences might be useless. What do you do then?</i></p>
	<p>Student Workbook: Page 8</p>



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- Quality leadership **looks ahead**, thinking of ways the company's circumstances may change and how they will respond to those changes. Progressive leaders do not wait to be surprised by sudden shifts in the current state of affairs only to then find themselves playing catch up in a competitive economy.
- That being said, forward thinking and creative leaders also possess the ability to recognize new opportunities when these major shifts occur. Instead of simply leading damage-control efforts, analyze the situation to see if there are new needs and desires that this change has created; then seize those opportunities quickly.
- Page 9 of your workbook has an example of creative and forward-thinking problem solving. Take a few seconds to read it.
- We all grasp these ideas on a conceptual level, but can you put them into practice? Let's find out.

Student workbook example:

Headphones have existed for almost 100 years, but it was not until the popularity of LPs in the 1950's that someone saw an opportunity to develop and market individualized listening experiences. The increase in record sales immediately meant an increase in headphones sales. Today headphones are a one-billion-dollar industry. The personalized listening device was not a new technology in the 1950's, but someone saw an opportunity and took it.

Student Workbook: Page 9

Activity Airplane Crash

Student Workbook: Pages 10 – 12 |

	<p>30 minutes (20 minutes to complete the activity and 10 minutes to discuss the solution)</p>
	<p>Apply various types of thinking (analytical, creative, and forward thought) to address a practical crisis.</p>
	<ul style="list-style-type: none"> Depending on class size, divide the students into 2-3 teams. Review the instructions with them. Assist as needed during the activity. After the students present their rankings, click the button to confirm and display the best responses for this situation. [SEE SECTION THAT BEGINS WITH SOLUTION SLIDE ON NEXT PAGE FOR MORE DETAILS ON HOW TO PROCEED AFTER STUDENTS HAVE COMPLETED THE ACTIVITY]
	<p>Student Instructions</p> <p><u>Task</u></p> <p><i>From the wreckage of a plane crash, scavenge 6 items that will ensure your group's survival and attract the attention of the rescue planes.</i></p> <p><u>Directions</u></p> <ul style="list-style-type: none"> Read the scenario Each of the 12 items must be assessed for their value. Select from the materials list 6 items you think will aid in your team's survival until rescue arrives, as well as attract the attention of search planes. Leave the gray column blank until the instructor communicates how to use it. <p><u>Scenario</u></p>

Along with 10 of your employees, you board a small jet to travel from Winnipeg, Canada to Salt Lake City, United States. It is the middle of January. Not long after takeoff, the plane crash lands somewhere between Bismarck, North Dakota and Fargo, North Dakota, about 20 miles from the nearest town.

Before takeoff, the pilot logged the flight plan containing vital information such as the course, speed, estimated time of arrival, type of aircraft, and number of passengers. Search-and-rescue operations began shortly after the failure of a plane to appear at its destination at the estimated time of arrival.

If and until you are rescued, how will you keep your team alive and prepared for rescue, given the emotional toll of the situation and the freezing temperatures making hypothermia a very real threat?

Materials (in alphabetical order)

- 0.45 caliber pistol (loaded)
- 20 ft x 20 ft piece of canvas
- Additional articles of clothing for each person
- Ball of steel wool
- Can of Crisco shortening
- Cigarette lighter (without fluid)
- Compass
- Family size chocolate bars (one per person)
- Newspapers (one for each person)
- Quart of whisky
- Sectional air map made of plastic
- Small ax




Student Workbook: Pages 10 - 12



Solution

Pts.	Items	Pts.	Items
12	Cigarette lighter	06	Chocolate bars
11	Ball of steel wool	05	Newspapers
10	Additional clothing	04	.45 caliber pistol
09	Crisco shortening	03	Whiskey
08	20 ft x 20 ft canvas	02	Compass
07	Small ax	01	Sectional air map made of plastic



- Ask each group to share its ranking and rationale behind the selection of each item.
- *Optional:* have the class discuss the various rankings.
- Click the  button to confirm and display the best responses for this situation. Based on the points, the best ranking is as follows:
 - **Cigarette lighter (without fluid)**
 - **Ball of steel wool**
 - **Additional clothing for each survivor**
 - **Can of Crisco shortening**

- **Canvas**
- **Small ax**
- Ask the groups to tally their scores.
- Declare the group with the highest score most likely to survive and be rescued.
- Before moving on, ask the class the debriefing question.



Debriefing Question

Share how creative thinking helped you with this activity.

How to Score

Award points to each team's top choices according to the numbers here. For example, the map would earn 1 point, while the steel wool would earn 11 points. Highest score wins (and mostly likely to survive).

Pts	Items	Rationale Behind Value
12	Cigarette lighter (without fluid)	The gravest danger facing the group is exposure to cold. The greatest need is for a source of warmth and the second greatest need is for signaling devices. This makes building a fire the first order of business. Without matches, something is needed to produce sparks, and even without fluid, a cigarette lighter can do that.
11	Ball of steel wool	To make a fire, the survivors need a means of catching the sparks made by the cigarette lighter. This is the best substance for catching a spark and supporting a flame, even if the steel wool is a little wet.
10	Additional clothing for each survivor	Besides adding warmth to the body, clothes can also be used for shelter, signaling, bedding, bandages, string (when unraveled), and fuel for the fire.
9	Can of Crisco shortening	This has many uses. A mirror-like signaling device can be made from the lid. After shining the lid with steel wool, it will reflect sunlight and generate 5 to 7 million candlepower. This is bright enough to be seen beyond the horizon. While this could be limited somewhat by the trees, a member of the group could climb a tree and use the mirrored lid to signal search planes. If they had no other means of signaling than this, they would have a better than 80% chance of being rescued within the first day. There are other uses for this item. It can be rubbed on exposed skin for protection against the cold. When melted into oil, the shortening is helpful as fuel. When soaked into a piece of cloth, melted shortening will act like a candle. The empty can is useful in melting snow for drinking water. It is much safer to drink warmed water than to eat snow, since warm water will help retain body heat. Water is important because dehydration will affect decision-making. The can is also useful as a cup.
8	20 ft x 20 ft piece of canvas	The cold makes shelter necessary, and canvas would protect against wind and snow (canvas is used in making tents). Spread on a frame made of trees, it could be used as a tent or a wind screen. It might also be used as a ground cover to keep the survivors dry. Its shape, when contrasted with the surrounding terrain, makes it a signaling device.



7	Small ax	Survivors need a constant supply of wood in order to maintain the fire. The ax could be used for this as well as for clearing a sheltered campsite, cutting tree branches for ground insulation, and constructing a frame for the canvas tent.
6	Family size chocolate bars (one per person)	Chocolate will provide some food energy. Since it contains mostly carbohydrates, it supplies the energy without making digestive demands on the body
5	Newspapers (one per person)	These are useful in starting a fire. They can also be used as insulation under clothing when rolled up and placed around a person's arms and legs. A newspaper can also be used as a verbal signaling device when rolled up in a megaphone-shape. It could also provide reading material for recreation.
4	.45 caliber pistol (loaded)	The pistol provides a sound-signaling device. (The international distress signal is 3 shots fired in rapid succession). There have been numerous cases of survivors going undetected because they were too weak to make a loud enough noise to attract attention. The butt of the pistol could be used as a hammer, and the powder from the shells will assist in fire building. By placing a small bit of cloth in a cartridge emptied of its bullet, one can start a fire by firing the gun at dry wood on the ground. The pistol also has some serious disadvantages. Anger, frustration, impatience, irritability, and lapses of rationality may increase as the group awaits rescue. The availability of a lethal weapon is a danger to the group under these conditions. Although a pistol could be used in hunting, it would take an expert marksman to kill an animal with it. Then the animal would have to be transported to the crash site, which could prove difficult to impossible depending on its size.
3	Quart of whiskey	The only uses of whiskey are as an aid in fire building and as a fuel for a torch (made by soaking a piece of clothing in the whiskey and attaching it to a tree branch). The empty bottle could be used for storing water. The danger of whiskey is that someone might drink it, thinking it would bring warmth. Alcohol takes on the temperature it is exposed to, and a drink of minus 30 degrees Fahrenheit whiskey would freeze a person's esophagus and stomach. Alcohol also dilates the blood vessels in the skin, resulting in chilled blood being carried back to the heart, resulting in a rapid loss of body heat. Thus, a drunken person is more likely to get hypothermia than a sober person is.
2	Compass	Because a compass might encourage someone to try to walk to the nearest town, it is a dangerous item. Its only redeeming feature is that it could be used as a reflector of sunlight (due to its glass top).
1	Sectional air map made of plastic	This is also among the least desirable of the items because it will encourage individuals to try to walk to the nearest town. Its only useful feature is as a ground cover to keep someone dry.



Source: FradleyCroft Corporate Events: <https://www.fradleycroft.co.uk/wp-content/uploads/2018/02/Survival-Exercise-Team-Building-Storming-Answers.pdf>



After the slide plays, read the talking points.





We have covered who good leaders are at their core, but now let's look at what they do.



Student Workbook: Page 13

Here begins the second topic not created for this sample work.



	<ul style="list-style-type: none"> • Recap the module objectives and discuss how they were achieved. • Answer any questions students may have before proceeding to the next module.
	<p>Student Workbook: Page 14</p>