Leadership development curriculum for deaf and hard-of-hearing high school students

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Leadership Development Curriculum for Deaf and Hard-of-Hearing High School Students

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Purpose of this curriculum

Since the establishment of Public Law 94-142, more and more Deaf and Hard of Hearing students have been placed in mainstreamed educational settings. Several studies done in analyzing student's comfort level, self-esteem, relatedness and participation (Kluwin & Stinson, 1993), Foster (1988), Stinson & Kluwin (1994), Stinson & Liu (1999)), have demonstrated critical factors in contributing to both positive and negative educational and social experiences of young Deaf and Hard of Hearing students. Repeatedly the themes are similar - communication, self-esteem, participation, cross-cultural issues and so forth - these are all issues which can be addressed through the means of leadership development.

While these themes are highlighted in study after study, there are always sub-components which shed a new insight to the understanding of the experiences which Deaf and Hard of Hearing high school students go through. Hence my rationale for pursuing this topic for my master's thesis/project.

Leadership

John Gardner, former President of the Carnegie Foundation for the Advancement of Teaching, once said “leaders have a significant role in creating the state of mind that is society” (Gardner, 1990). Throughout our country’s history, citizens have tended to seek out good leaders to lead the way in making America a
strong country, a powerhouse in the eyes of the International Community. Citizens in the workplace look for good leadership in their colleagues and supervisors; citizens in the community look for people who want to make their environment a safer and more nurturing one and support them in their efforts to make change. In essence, we look for people who will guide the way in a wide variety of times and circumstances.

People have a number of misconceptions about leadership, as a large number of people believe leadership is all about one person leading the way, or that leaders are born and not made, when in reality the case is truly the concept that everyone is a leader and has a significant role in the process of completing a goal. James Kouzes and Barry Posner, authors of *The Leadership Challenge*, define leadership as the “art of mobilizing others to want to struggle for shared aspirations” (1995, 30). The key here is the words *want to*, because without these two critical words the whole meaning of leadership is changed. *Want to* implies that people have a choice, that the process and experience of leadership is one which stems from motivation and inner desire - not from something that is less than voluntary, or forceful to any degree. “If there is a clear and distinguishing feature about the process of leading, it’s in the distinction between mobilizing others to do and mobilizing others to *want* to do” (Kouzes & Posner, 1995, 31). The key in being able to get people to *want* to do something is to, first and foremost, have
good leadership skills

The study of leadership on college campuses, or for that matter in any educational setting, including elementary and secondary schools, is critical in a number of ways. There is a great deal of research pertaining to the styles of leadership of the administration in the academic environment; the styles of leadership of the teachers; and the styles of leadership of the students (Gray (1997), Schuh & Upcraft (1998), Krumbein (1989)). Often the dynamics of the key contributors (administrators, faculty/staff and students) in the educational environment are constantly challenged by issues resulting from a changing society.

More and more institutions of learning are adopting the different philosophies of leadership and leadership development in their academic environments because research demonstrates that employers are wanting to hire individuals not only with a classroom education, but also an out-of-classroom education - which involves a tremendous amount of leadership skills (Kouzes & Posner, 1995). Leadership involves a wide array of skills to be learned throughout one's life: interpersonal skills, time management, communication, accountability, teamwork, task competence, judgement, decision-making, approach, diplomacy, public speaking, and networking. These are just but a few of the important skills of leadership that are essential for academic and personal successes in life.

These important skills are essential in developing a strong sense of identity
and self-esteem. Where a better place to instill leadership development than in the high schools? As educators of the Deaf, we ought to be asking ourselves: "How can we promote the development of leadership skills within Deaf and Hard of Hearing high school students?"

First and foremost, it is important to understand the experiences of Deaf and hard-of-hearing students in the high school settings, in order to best identify which areas of leadership development would be most beneficial or are not being offered to the students in their respective environments.

**Deaf and Hard of Hearing Student's Experiences in High School**

Isolation is a big thing for any adolescent, more so for Deaf and hard-of-hearing students who have been placed into a mainstreamed educational setting. When one is isolated, they are more apt to not have a strong sense of awareness or a strong self-esteem. By not having a strong self-esteem, students lack skills which are essential for their social developments, which are tied very closely with their academic performances as well.

Throughout the past decade and half, a substantial amount of remarkable research has been conducted, mainly by Stinson and Kluwin (1993, 1994, 1999), in regards to the participation of deaf and hard-of-hearing students in extracurricular activities and interactions with hearing peers in the classroom environments. The
research demonstrates a common theme of the correlation of participation and relatedness in being two major components of student development. Participation is critical in leadership. In order for one to become a strong leader, one needs to learn how to participate and work with a wide array of people and situations.

Jtinson and Kluwin (1993) write of the important benefits of participation:

- Participation is enjoyable in itself
- Certain social and cognitive skills are enhanced
- Development of personal character is facilitated
- Academic achievement may be promoted
- Sense of participation or belonging is heightened
- Social recognition increases
- Socialization into the Deaf community may be promoted

While these six benefits have been noted, it is important to understand that Deaf and Hard of Hearing individuals struggle in participating in activities - both in the classroom and outside the classroom.

Another important theme discovered in research articles pertains to the interaction and communication between and among deaf and hearing students. This is a critical skill deaf and hard-of-hearing individuals need to learn how to master, in order to become comfortable in their day to day interactions with hearing people.

Jtinson and Kluwin reinforce this important component of success in social interactions when they note that “one of the important characteristics noted
frequently, is that of communication. Good communication skills are necessary for understanding self and others, planning and engaging in social interactions, and in interpreting the feedback that occurs during interaction” (Kluwin & Stinson, 1993).

These are two major themes I have put down, because I believe they are critical in our comprehension of deaf student’s developmental processes in high school. Isolation, participation, relatedness, and communication are major issues which need to be addressed as early as possible, in order for the students to have a positive experience in their high school years and for the rest of their adult lives.

References


Overview

This unit plan will cover the several different components of leadership which are essential to the personal growth and awareness of deaf and hard of hearing high school students. Throughout the unit, students will:

- explore self-worth and enhance self-esteem (significance of individual)
- learn how to work well with others to reach a common goal (teamwork/conflict resolution)
- broaden understanding of cultural differences (hearing/deaf)
- learn how to make a difference in the community (credibility v. charisma)
- gain skills on how to cope with a changing environment (adapting/assertiveness)
- develop a personal style of leadership (MBTI/Leadership inventory)

The course is designed to be interwoven in high school health curriculums, or can be established separately as an elective course in leadership. Another alternative is to present the information in a workshop or program format, tailored for after-school activities or clubs.

Course Abstract and Unit Plan Purpose

The leadership unit generally focuses on assisting individual deaf and hard of hearing students in learning more about themselves and understanding the variables which influence their own personal actions (or inactions) in the larger setting (school or community). Throughout the unit plan, students will be able to incorporate their own experiences into the lessons, and analyze their actions in order to see what other approaches could have been adopted, and discuss what the possible outcomes might have been. The overall purpose of the unit is for students to gain a deeper understanding of who they are and how their characteristics and qualities pertain to everyday real-life situations.

Teaching Strategies/Philosophies Implemented

Anticipated in this plan is a great deal of hands-on learning and open discussions related - directly and indirectly - to the lessons. There will be intentional application of Bloom's taxonomy of thinking levels throughout the unit plan.
BLOOM'S TAXONOMY IN THE COGNITIVE DOMAIN

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>KNOWLEDGE</strong></td>
<td>The lowest level, the possession of information. Basically something you remember, recognize or recall. Eighty percent of all test questions are at this level. Bloom states that knowledge is &quot;remembering the idea of phenomenon in a form very close to that in which it was originally encountered.&quot;</td>
</tr>
<tr>
<td><strong>COMPREHENSION</strong></td>
<td>Level of understanding. Not memorized nor parroting back. Test by translation. Ask child to say it in other words. Give an analogy. Give example. In these activities the student discovers relationships. Probably the largest general class of intellectual abilities and skills emphasized in schools and colleges are those which involve comprehension.</td>
</tr>
<tr>
<td><strong>APPLICATION</strong></td>
<td>The application of category gives students practice in the transfer of training. It is a higher level of cognition where you take knowledge and understanding and apply it to a new situation.</td>
</tr>
<tr>
<td><strong>ANALYSIS</strong></td>
<td>This is the ability to take something apart and look at it. We separate a complex whole and look at its parts. An important part of analysis is the ability to categorize. Tremendously important skill.</td>
</tr>
<tr>
<td><strong>SYNTHESIS</strong></td>
<td>When we synthesize we bring together knowledge to form a new idea. This is the level of invention. The student solves a problem which requires original, creative thinking.</td>
</tr>
<tr>
<td><strong>EVALUATION</strong></td>
<td>Deepest level of cognition. The student makes a judgment, good or bad, right or wrong, according to the standards he/she designates. The only right or wrong would depend on the substantiating data.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Recall</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>KNOWLEDGE</td>
<td>Student to recall specific information</td>
</tr>
<tr>
<td>COMPREHENSION</td>
<td>Student to interpret information</td>
</tr>
<tr>
<td>APPLICATION</td>
<td>Student to use abstractions in new situations</td>
</tr>
<tr>
<td>ANALYSIS</td>
<td>Student to separate a complex whole into its parts</td>
</tr>
<tr>
<td>SYNTHESIS</td>
<td>Student to combine elements to form an original entity</td>
</tr>
<tr>
<td>EVALUATION</td>
<td>Student must choose from alternatives in making a judgment</td>
</tr>
</tbody>
</table>
Students will observe, explain, apply, interpret, propose, and justify a number of different points highlighted throughout the unit plan - all of which are a part of Bloom's taxonomy.

Strategies of constructivist teaching will also be applied throughout this unit, such strategies include but are not limited to: the use of a variety of sources, along with interactive and physical materials; inquiring about the students' understanding of concepts before sharing their own understanding of those concepts; encouragement of students engagement in dialogue between and among both the teacher and one another; encouragement of student inquiry by asking thoughtful, open-ended questions and encouraging students to ask questions of each other; and an elaboration of students' initial responses. A great deal of this constructivist style will be promoted through hands-on learning.

Throughout the unit plan there will be a great deal of hands-on learning, which will allow for the students to practice the cooperative learning model and the five elements of teamwork: positive interdependence; face-to-face promotive interactions; individual accountability; interpersonal and group skills and group processing. Such activities include the class splitting up into groups and responding to several different case scenarios which require different sets of leadership skills for each respective scenario, and then coming back together as a whole class to discuss the responses of each group and providing feedback to one another.

This unit plan will provide a thorough opportunity for deaf and hard of hearing students to learn what leadership is really all about, and what skills are essential in becoming a good leader. Students will begin to develop an appreciation and learn different strategies essential for working with individuals from different backgrounds and personalities. The unit is geared towards personal growth and understanding of oneself; and to accept the realization that leadership is a process - not a position.
Lesson for Exploration of Self-worth and Self-Esteem

Objectives:

1. The students will keep a journal of their own thoughts and feelings throughout this process, in an effort to promote their writing and thinking skills.

2. The students will begin to learn more about themselves and their skills, and begin to see how their personalities relate to different leadership characteristics.

3. The students will begin to understand the different components which make up character.

4. The students will be able to apply the information they learned from this lesson to the other lessons in this unit, and understand the correlation of such connections.

Purpose: The students will learn about the significance of self-worth and self-esteem in leadership.

Materials:

- Self-awareness pre/post quiz
- Notebook for each student (journal)
- "a bug's life" movie

Procedure:

1. Motivation: Show "a bug's life" videotape

2. Model: Give the pre quiz on self-awareness

3. Guided Practice: Explain the purpose of the pre quiz is to see what they think/feel now, and compare it to how they think/feel at a later point in the unit. Have each of the students write, in their journals, three or four different situations they noticed throughout the movie, which they believe pertains to self-esteem and self-awareness. After the students have done this, sit in a circle, and ask students to share their observations. Guide the discussion to focus on self-awareness and self-esteem and the role it plays in leadership. Ask students what they believe are important aspects of character? Use the power point/overhead/blackboard (whichever is most fitting for the environment) to demonstrate the important aspects of character. Give examples of character from the movie "a bug's life" and ask students if they agree/disagree.

4. Closure: Review the different aspects of character and how it pertains to self-worth. Inform students that the next lesson will focus on how to work well with others to reach a common goal.
Rating Scale

6  Strongly Agree
5   Agree
4  Slightly Agree
3  Slightly Disagree
2   Disagree
1   Strongly Disagree

1. I seek information about my strengths and weaknesses from others as a basis for self-improvement.

2. When I receive negative feedback about myself from others, I do not get angry or defensive.

3. In order to improve, I am willing to be self-disclosing to others (that is, to share my beliefs and feelings).

4. I am very much aware of my personal style of gathering information and making decisions.

5. I am very much aware of my own interpersonal needs when it comes to forming relationships with other people.

6. I have a good sense of how I cope with situations that are ambiguous and uncertain.

7. I have a well-developed set of personal standards and principles that guide my behavior.

8. I feel very much in charge of what happens to me, good and bad.

9. I seldom, if ever, feel angry, depressed or anxious without knowing why.

10. I am conscious of the areas in which conflict and friction most frequently arise in my interactions with others.

11. I have a close personal relationship with at least one other person with whom I can share personal information and personal feelings.
**Self-Awareness**

**Scoring Key**

<table>
<thead>
<tr>
<th>Skill Area</th>
<th>Items</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-disclosure and openness to feedback from others</td>
<td>1, 2, 3, 9, 11</td>
<td></td>
</tr>
<tr>
<td>Awareness of own values, cognitive style, change orientation, and</td>
<td>4, 5, 6, 7, 8, 10</td>
<td></td>
</tr>
<tr>
<td>Interpersonal orientation</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL SCORE</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comparison Data**

Compare your scores to three comparison standards: (1) Compare your scores with the maximum possible (66). (2) Compare your scores with the scores of other students in your class. (3) Compare your scores to a norm group consisting of 500 business schools students. In comparison to the norm group, if you scored

- 55 or above: You are in the top quartile.  
- 52-54: You are in the second quartile.  
- 48-51: You are in the third quartile.  
- 47 or below: You are in the bottom quartile.

**high self-awareness, value of work on dev.**
What lessons can be learned from this movie?

leadership  respect
trust  responsibility
teamwork  self-awareness
communication

Scene- Dot chases after Flik when he is walking away from the ants who are bringing food. They proceed to have a discussion about their “worthiness” with the other ants. Dot says that no one will listen to her because she is too little. Flik then picks up a “seed” (which is really a rock) and tells her that everything that is in that seed is what made the big tree in front of them.

Lesson- Everyone has potential. We all start small and then grow with time, experience and the environment. It is important to understand that we cannot become “big” or “strong” overnight, but rather that it is a gradual process that takes place.

Scene- Hopper boldly tells Princess Atta that leaders need to assume responsibility at all times, even when things go wrong

Lesson- A good leader knows and accepts that they will need to be held responsible when something goes wrong. A good leader also knows and accepts that when good things happen, that they had a part in it.

Scene- Flik goes into the city, in search of bigger bugs to help defeat the grasshoppers.

Lesson- New environments can be intimidating, but when you challenge yourself and explore new horizons, you will find new skills and confidence being developed within yourself. If you stay in one place for a long time, you can become too comfortable with it, and possibly max out your level of growth.
Scene- Grasshoppers are at the bar, talking about “why should we go back?” (to the ants)... think that the ants would fear them. Hopper comes in and throws one acorn at them, and asks “did that hurt?” The grasshoppers laugh, “of course not!”. Hopper then opens the whole chute and all the acorns come crumbling onto the 2 grasshoppers - who end up being buried under them.

Lesson- One may not have much influence, but a great number - unified - will have a major impact. Teamwork. The more people involved in the process, the stronger they will be, the better the results.

Scene- Ants and circus bugs come together to deliberate on strategies to beat Hopper and his gang. Ultimately, they decide to build a bird, which they know will scare Hopper and the other grasshoppers away.

Lesson- Teamwork. “Never doubt that a small group of thoughtful, committed citizens can change the world, indeed it is the only thing that ever has.” (Margaret Mead) When you work together, it takes less time to get to the final goal, and the task at hand is done with much more support.

Scene- After the bird idea fails, because the bird is set on fire, and Hopper realizes he has been outsmarted, he finds himself one-on-one with Flik. Hopper is about to kill Flik, after Flik has challenged him in front of the whole colony. “It is not us, ants, who need you grasshoppers. It is YOU who needs us!” Flik declares. Hopper is embarrassed by this, and fears he will lose control over the ants. Then the ants unite, and begin to approach Hopper and the other grasshoppers with a very angry look on their faces. They end up attacking all the grasshoppers.

Lesson- Stand up for what you believe in. Even if it seems as though you are the only one who has the courage at the time to say or do what it is you believe in. Because people will ultimately listen and follow you, if your convictions are strong enough and serve a good purpose. With courage and an ability to be outspoken at appropriate times, you will find strength in your supporters.
FLIK: Now do you see that tree?
Everything that . . .

... made that giant tree is already contained inside this tiny seed. All it needs is some time, a little bit of sunshine and rain, and VOILA!

Okay, you might feel like you can't do much now, but that's just because, well, you're not a tree yet. You're still a seed.

You just have to give yourself some time, and if you believe in yourself, you can do anything.
FLIK: Ants are not meant to serve grasshoppers. Every year these ants pick food for themselves AND you.

HOPPER: Shut up!!

FLIK: And you know it, don't you?

HOPPER: Shut up!!

ATTACK: The sun grows the food.

... the ants keep the food...

... and the grasshoppers leave.
A PERSON OF CHARACTER:

1. **Is trustworthy** (honest, has integrity, keeps promises, is loyal)

2. **Treats people with respect** (courteous, nonviolent, nonprejudiced, accepting)

3. **Is responsible** (accountable, pursues excellence, shows self-restraint)

4. **Is fair** (just, equitable, open, reasonable, unbiased)

5. **Is caring** (kind, compassionate, empathetic, unselfish)

6. **Is a good citizen** (law-abiding, does his/her share, performs community service, protects the environment)

*Understanding yourself and building your capacity for self-leadership is a foundational asset for effectively relating to others.*
Clifton and Nelson recommend that you learn five characteristics of a strength and scan your life for them.

1. Listen to yourself when you have done something well, even if no one else has noticed.

2. Identify the satisfaction you feel when you know something you did was terrific and gives you a feeling of well being.

3. Know what things you find easy to learn quickly: putting together a model, talking to strangers, mastering a new game, reading patiently to a child etc...

4. Study your successes for clues of excellence – for what things you do very well. Whether giving a speech or helping someone feel special, by examining whatever your success has been, you will discover what you can do well.

5. Think about your pattern of excellence. Clues to your strengths are all around you. Identifying and labeling them can affirm your confidence and esteem by acknowledging that you do bring reliable talents to situations and can contribute to the leadership of a cause.
I Am Only One Person

I am only one person.  
What can one person do?

Rosa Parks,    
Was just one person.  
She said one word.  
She said it on December 1, 1955.

One person    
Said    
One word.  
She said it on a bus.  
She said it to the bus driver.  
On the Cleveland Street Bus in Montgomery.

The bus driver said,    
"Stand up, White woman.  
And give up your seat  
To that White man!"

Rosa Parks,    
One person.  
Said one word  
The word was “No!”

One woman    
Said one word  
And a nation  
blushed!

One woman  
Said one word  
And a world  
Talked!

One woman    
Said one word  
And the Supreme Court  
Acted!

One woman    
Said one word  
And the buses were  
Desegregated.

I am only one person.  
What can one person do?

--Jamie Washington
Lesson for Conflict Resolution

Objectives:

1. The students will keep a journal of their own thoughts and feelings throughout this process, in an effort to promote their writing and thinking skills.
2. The students will begin to learn more about themselves and their skills, and begin to see how their personalities relate to different leadership characteristics.
3. The students will learn different strategies for resolving a conflict.
4. The students will be able to apply the information they learned from this lesson to the other lessons in this unit, and understand the correlation of such connections.

Purpose: The students will learn how conflicts can hinder a team's effort to reach a common goal, and learn the different strategies for resolving such conflicts.

Materials:

- Notebook for each student (journal)
- Model house

Procedure:

1. Motivation: Demonstrate model house on fire
2. Guided Practice: (See enclosed guide)
3. Closure: (See enclosed guide) Inform students that the next lesson will focus on understanding cultural differences.
Conflict Resolution

Introduction

(Imagination the house on fire)

Explain that the house is a representation of the organization, which you belong to...

- Ask students what the first thing they think of is?
- What would they do with the burning house? (some responses might be “put it out”, “call the fire department”, “get help”)
- What might be the next thing you'd be wondering? (how the fire started? What was the cause of the fire?)

“If our house be on fire, without inquiring whether it was fired from within or without, we must try to extinguish it.” - Thomas Jefferson (1798)

This is similar to a conflict - when we sense there is a conflict, it is not going to do us much good to spend our energy and time trying to figure out who started the conflict, but rather to productively spend our time and efforts in resolving the situation.

What is conflict?

Conflict occurs when members disagree over options that a group can take in trying to make a decision, resolve a problem, or achieve a goal.

Conflict also occurs when an individual's goal is incompatible with the goals of others

Conflict is the interaction of interdependent people who perceive incompatible goals and interference from each other in achieving these goals.
What to do when a conflict takes place?

Step 1: Recognize that the conflict warrants action
You need to decide whether or not your conflict is serious enough for you to seek resolution. At the same time, you think it is counterproductive to let the conflict fester.

Step 2: Make the confrontation
Approach the individual(s) with whom you have the conflict, and let them know you’d like to discuss the specific incident, which created the conflict, and to resolve it.

Step 3: Determine the cause of the conflict
This is the stage of conflict resolution where both parties discuss their own opinions, attitudes, and feelings in relation to the conflict in attempts to identify the real issue.

Step 4: Develop approaches to reduce the conflict
The parties attempt to develop specific means of reducing or eliminating the cause of the conflict.

Often people steer away from the root of the problem or conflict and bring up other issues. This will only intensify the conflict even more, hence making it harder to solve the issue or develop resolutions.

If there is more than one issue at stake, deal with one issue at a time. Focus on one problem at a time - this will make the resolution process much smoother and less time consuming.

Focus on the current problem. Disputants tend to bring up old issues to build their case, but doing so does not help the conflict. There is very little that can be done about the past - even if it pertains to what is presently happening. The fact is that you cannot change the past, change only happens in the present. If you learn how to solve the present problems, this may lay the foundations for future problem solving.
Understand the other person's perspective - see the problem from their point of view. Looking at the situation through their eyes will provide insight to the rationale for the conflict erupting, and will help in the resolution process.

Create a win/win agreement - by acknowledging content and feelings. Offer choices for a new solution, which satisfies both parties.

Brainstorm - gather ideas about a problem. Categorize, simplify and evaluate the choices. Discuss and develop those ideas, which seem most relevant.

Negotiate - listen reflectively, repeat the other person's point of view, summarize the key point of agreement and disagreement, make suggestions about how to resolve the problem, evaluate choices and come to an agreement.

Conclusion

"The key word is 'respect"" - Martin Luther King, Jr. (1966)

It is important to maintain a respectful attitude towards one another, during the discussion.
Lesson for Teamwork

Objectives:

1. The students will keep a journal of their own thoughts and feelings throughout this process, in an effort to promote their writing and thinking skills.
2. The students will begin to learn more about themselves and their skills, and begin to see how their personalities relate to different leadership characteristics.
3. The students will begin to understand importance of teamwork and reaching common goals.
4. The students will be able to apply the information they learned from this lesson to the other lessons in this unit, and understand the correlation of such connections.

Purpose: The students will learn how teamwork is critical in reaching a common goal.

Materials:

- Notebook for each student (journal)
- Movie “Cool Runnings” (teamwork)

Procedure:

1. Motivation: Show movie “Cool Runnings”

2. Guided Practice: Have each of the students write, in their journals, three or four different themes they noticed throughout the movie, which they believe pertains to teamwork. After the students have done this, sit in a circle, and ask students to share their observations. Guide the discussion to focus on teamwork and the role it plays in leadership. Ask students what they believe are important aspects of teamwork? Use the power point/overhead/ blackboard (whichever is most fitting for the environment) to demonstrate the important aspects of character. Give examples of teamwork from the movie and ask students if they agree/disagree.

4. Closure: Review the different components of teamwork and how it pertains to leadership. Inform students that the next lesson will focus on conflict resolution.
Lesson for Understanding Cultural Differences

Objectives:

1. The students will keep a journal of their own thoughts and feelings throughout this process, in an effort to promote their writing and thinking skills.

2. The students will begin to learn more about themselves and their skills, and begin to see how their personalities relate to different leadership characteristics.

3. The students will learn, through a hands-on activity, how cultural differences influence our way of interacting.

4. The students will be able to apply the information they learned from this lesson to the other lessons in this unit, and understand the correlation of such connections.

Purpose: The students will learn how cultural differences change the variables in certain situations. Students will begin to learn different strategies for communicating and understanding members of cultural backgrounds different from their own.

Materials:

- Handouts of each cultural category (for the activity)
- Journals

Procedure:

1. Motivation: Split students up into 4 groups and assign each group a culture (orange, grapefruit, carrot, and tomato)

2. Guided Practice: Pass out the hand-outs and explain to the students they must follow their own cultural groups’ norms. Two groups will interact with each other for 5 minutes, and then groups will rotate and interact with another group for 5 minutes, until all groups have interacted with one another. During the interactions, the students need to figure out what the other culture’s communication style is; what nonverbal communications they use; what their greeting is; what their negotiation style is; what their sacred item is; what their favorite dish is and what their customs, traditions and holidays are. After all groups have interacted with one another, sit in a circle and process the activity with these questions:
   - What do you experience when you encounter differences? Reactions, feelings, etc.
   - To what extent have you had cross cultural experiences?
   - How can you take this experience and the information you learned and utilize it in your interaction with people who are different from you? (such as hearing students)

3. Closure: Explain that this activity not only applies to hearing/deaf, but also to ethnical, religious and other cultural groups. Inform students that the next lesson will include a panel of deaf and hard of hearing people, sharing their personal experiences in the real world. Ask students to write in their journal about their experiences today.
ORANGE, USA

History of the Orange, Grapefruit, Carrot, and Tomato People

A CROSSCULTURAL SIMULATION EXERCISE
Jesús Treviño

The Orange people live in Orange USA. Historically, Oranges have lived there for about 200 years. Their founding fathers and mothers were Orange Trees that came to this country looking for better soil in which to plant themselves. Upon their arrival, they found strange-looking trees (which they named Grapefruit trees) growing in some of the best soil that they had ever seen. According to the Oranges, some of the Grapefruits uprooted themselves and exchanged entire parcels of good land for just a few gallons of orange juice. Other Grapefruit trees were abusing the soil and not using it properly, so the Oranges, feeling that their agricultural methods were superior and more productive, cut down a lot of the Grapefruit trees and took their land away. Those Grapefruit trees that survived were sent to designated areas called "Special Groves." (These were areas with very poor soil which the Oranges did not want).

The Orange People are in the majority and pretty much control all the institutions in the society (school systems, courts, businesses, etc). The Grapefruit People are few in number. Besides the Orange and Grapefruit people, there are two other groups in this society: The Carrot People and the Tomato People.

The Carrot People came to Orange USA about 100 years ago. They also came looking for better soil to grow in. In the beginning, the Carrot People had a difficult time finding good soil. They were not well accepted by the Oranges and not allowed to plant themselves near orange groves. However, as time passed, because many of the Carrots learned the ways of the Orange People (acculturated) and both groups share the same color (orange), the Carrots became accepted by the Oranges (assimilated).

The Tomato People became part of Orange USA as a result of a war that they lost with the Oranges. In the beginning, the Tomatoes, who had a lot of land that was not being used, welcomed some members of the Orange clan. The only stipulation that the Tomatoes had for using their land was that the Oranges would have to convert from drinking orange juice to drinking tomato juice. When the Oranges refused to give up their custom of drinking orange juice, war broke out between the two groups. In the end, the Tomatoes lost all their land and were incorporated into Orange USA.
Group II "GRAPEFRUITS"

Cultural traits

Nonverbal communication:
Members of the Grapefruit clan use their hands a lot during conversations. These are very expressive people and exaggerate their facial expressions when talking.

Greeting:
Unique hand shake (You will be provided instructions)

Personal space:
Members of this clan like to stand at a distance from each other when engaging in conversations. They have a "large" personal space and get anxious when somebody stands too close to them.

Sacred Item:
The Grapefruit

Favorite Dish:
Tomato Soup

Customs, traditions, holidays
1. ____________________________
2. ____________________________
3. ____________________________
Group I "TOMATOES"

Cultural traits

Communication style
Members of the Tomato clan tend to speak in a loud voice. Their conversations are loud, lively, and boisterous.

Nonverbal communication:
Members of the Tomato clan rub their stomach when speaking. It is considered part of paying homage to their hero "King Tomato."

Greeting:
When members of these clan greet each other, they clasp hands together (into a ball) and gently tap them against the other person's clasped hands.

Negotiation Style:
Tomato people are very competitive. They want to win at all costs. Losing is considered a disgrace. They are consistently trying to get the upper hand in any relationship, transaction, or negotiations.

Sacred item:
The Tomato

Favorite Dish:
Carrot Cake

Customs, traditions, holidays
1. ____________________________
2. ____________________________
3. ____________________________
Group IV "CARROTS"

Cultural traits

Communication style:
Members of the Carrot clan are very soft speakers. As a result, sometimes it is difficult to hear them. When speaking to others they never look at you directly and always look downward.

Nonverbal communication:
When with other people, members of the Carrot clan tend to place their hands behind their back as a sign of respect. When irritated or upset, however, they turn their back on the other person.

Greeting:
Regular hand shake

Personal space:
The personal space of the Carrot People is very small. They get very close to people when interacting with them.

Time Concepts:
Laid back

Sacred Item:
The Carrot

Favorite Dish:
Orange Peel Cake

Customs, traditions, holidays
1. 
2. 
3.
Group III "ORANGES"

Cultural traits

Communication style:
Members of the Orange clan are fast speakers. Their conversations are fast and sometimes it is difficult to understand them.

Nonverbal communication:
Members of the Orange clan rub their fingers together when speaking. It is considered very rude to speak without rubbing your fingers.

Greeting:
Regular hand shake

Negotiation style:
Members of the Orange clan are very cooperative people. They go out of their way to make other members feel at home and they community oriented and share their material belongings.

Time Concepts:
Members of the Orange clan are very time conscious. They constantly look at their watch, are always in a hurry, and have a schedule to keep.

Favorite Restaurant:
Orange Julius

Sacred Item:
The Orange

Favorite Dish:
Grape juice Casserole

Customs, traditions, holidays
1.____________________________________
2.____________________________________
3.____________________________________
Lesson for Panel discussion

Objectives:

1. The students will keep a journal of their own thoughts and feelings throughout this process, in an effort to promote their writing and thinking skills.
2. The students will begin to learn more about themselves and their skills, and begin to see how their personalities relate to different leadership characteristics.
3. The students will be exposed to deaf and hard-of-hearing role models, who will share their experiences interacting with hearing people in high school, college and the working world.
4. The students will be able to apply the information they learned from this lesson to the other lessons in this unit, and understand the correlation of such connections.

Purpose: The students will have the opportunity to hear first-hand experiences from deaf and hard-of-hearing individuals, about the challenges they are confronted with in interacting with hearing people.

Materials:

♦ Journals

Procedure:

1. Introduce the panel and welcome them.
2. Questions to ask:
   - What is your family and educational background? (Hearing/Deaf family, mainstreamed/residential school)
   - What was one of the most challenging experiences you’ve ever had, with a person or group of people, who were hearing? How did you handle the situation?
   - What was one of the most positive experiences you’ve ever had, with a person or group of people, who were hearing? What was the benefit of such an experience?
   - From your experiences in high school, college and the work environment, what would you say are the top three skills or strategies for deaf and hard-of-hearing individuals to possess in order to effectively communicate with hearing people?
   - (Student questions)
3. Closure: Thank the panel for joining us today. Ask students to write in their journal about their experiences today. Inform students the next lesson will focus on credibility and charisma.
Lesson for Credibility and Charisma

Objectives:

1. The students will keep a journal of their own thoughts and feelings throughout this process, in an effort to promote their writing and thinking skills.
2. The students will begin to learn more about themselves and their skills, and begin to see how their personalities relate to different leadership characteristics.
3. The students will learn about the concepts of credibility and charisma and how they fit into the picture of a leader.
4. The students will be able to apply the information they learned from this lesson to the other lessons in this unit, and understand the correlation of such connections.

Purpose: The students will learn how credibility and charisma make a difference in the community.

Materials:

- Journals

Procedure:

1. Motivation: Jenga game (see enclosed guide)
2. Guided Practice: (see enclosed guide)
3. Closure: (See enclosed guide) Ask students to pick three leaders they perceive to be credible and three leaders they perceive to be charismatic. Explain why they perceive these leaders this way? Inform students the next lesson will focus on communication.
Credibility & Charisma

Introduction to the students by displaying the game: Jenga
Identify each block as a component of credibility (as the workshop progresses)

What is credibility?
(definition of credibility)

CREDIBILITY is about how leaders earn the trust and confidence of their constituents. It's about what people demand of their leaders and the actions leaders must take in order to intensify their constituents commitment to a common cause (Kouzes & Posner, 1993)

Credible = Believable

Key characteristics of credibility:

Honesty - people want to assure themselves that the person is worthy of their trust

Forward-looking - someone who sets and defines the vision and encourages you to follow that vision, and then is there when you need them

Inspiring - dynamic, uplifting, enthusiastic, positive and optimistic

Competent - if we are to enlist in another's cause, we must see the person as capable and effective.

Discussion questions:

Think of a time when you willingly followed the direction of someone you admired and respected as a leader...

What was the situation - the project, program, or activity - in which you were involved with this person?
What was the project or activity expected to accomplish? What results were you expected to produce?

What three or four words would you use to describe how you felt when you were involved with this person? How did this leader make you feel about yourself?

What leadership actions did this person take to get you and others to want to perform at your best? What did this individual do as a leader that you admire and respect?

**What is the difference between credibility and charisma?**

Actually charisma is a factor which supports credibility!

According to Carley Dodd, Investigator of Intercultural Communication, the five factors supporting credibility are:

1. **Authority** (pix of JFK)
   a.) authority by competence - they may be an expert in certain fields
   b.) by power eliteness - credibility will stem from special gifts such as charm, money, education (the ones with this power are called elites)

2. **Trust** (Norman Rockwell "Gossip")
   - How we perceive a person as being honest, unselfish, and virtuous
   - How we correlate credibility with trust and view it as reciprocal

3. **Co-orientation** (Martin L. King, Jr. "I have a dream")
   - Refers to a perception of oneness. Goal is to give the co-communicator the idea that both of you want the same thing.
   - Finding "common ground" with others.
   - Refer to MLK's "I have a dream" speech
   - Ask students how this speech can be directly related to the concept of co-orientation?
4. **Charisma** (LBJ pix) (Model)

- A type of leadership arising from a leader's claim to extraordinary power to remedy of a stressful situation and from a people's acceptance of this leadership. (i.e. - Lincoln, Martin Luther King, Jr., Ghandi)

  a.) charisma is perceptual on the part of the followers
  b.) charisma is contextual (leaders will arise at a time of stress)
  c.) charisma is missionary (leader is highly motivated towards a mission)
  d.) charisma is unstable over time (i.e. JFK's name over time has been tarnished)
  e.) it is passed on by social ritual (there is a coordination of kings, there is an inauguration, there is something)

**Seven main components of charisma**

1. **Your silent message**: these are the signals you send unconsciously to others. Maybe you look people right in the eye, or maybe you stare at their shoes when you talk to them. Maybe you slump your shoulders or square them confidently. Maybe you don't smile naturally or shake hands firmly. These can all shape your silent message, your "image"

2. **Your ability to speak well**: you might have a terrific idea, but who will know if you can't articulate it?

3. **Your listening skills**: listening is a key to communicating and making others feel special in your presence

4. **Your persuasive talent**: this is motivating others to follow your lead or adopt your ideas. No idea, however great, gets anywhere until it's adopted

5. **Your use of space and time**: proximities are important in how you make or break relationships

6. **Your ability to adapt to others**: building bridges to others is impossible without understanding other people's personalities, then adapting your own behavior to increase rapport

7. **Your vision, your ideas**: in the final analysis, no matter how strong and persuasive a speaker you are, how adept you are at building
rapport, how well you listen, use your space or time, or send out silent signals, you've GOT to have something to say - or you'll just be an empty suit

(Alessandra, 1998)

Some leaders use charisma in order to improve the lives of their fellow men and women, while others use it for their own selfish purposes. Often leaders in both camps face similar situations -- the organization or society is in the middle of a crisis and followers are looking for salvation. They key differentiator between the bright and the dark sides of charisma seems to be the leader's personal value system - does the leader take action in order to meet followers' needs or his/her own?

Discussion question: Who, to you, are the most charismatic leaders in the United States today? In the world? How do they differ from noncharismatic national or world leaders?

5. Dynamism (Greg Hlibok)
   - There is enthusiasm and/or personal involvement
   - Refers to a speaker's aggressiveness, boldness, activity, and energy

Conclusion
*Not all leaders are charismatic and necessarily rely on that to be great, but to be credible is very crucial and both are very strong foundations for leadership.

Credibility - back to Jenga - can take a long time to be built up, and only seconds to be destroyed....
Lesson for Effective Communication

Objectives:
1. The students will keep a journal of their own thoughts and feelings throughout this process, in an effort to promote their writing and thinking skills.
2. The students will begin to learn more about themselves and their skills, and begin to see how their personalities relate to different leadership characteristics.
3. The students will learn important tips to becoming an effective communicator.
4. The students will begin to understand why effective communication is essential in leadership.
5. The students will be able to apply the information they learned from this lesson to the other lessons in this unit, and understand the correlation of such connections.

Purpose: The students will learn how important effective communication is in leadership, and what they can do in order to become better communicators.

Materials:
- Journals

Procedure:
1. Guided Practice: Telephone game. Split students up into two groups, then have the students line up - facing the back of each other. Teacher will tell the first person at both lines a sentence, at which point the first person must tap the second person’s shoulder and tell them what the teacher said. The second person then must pass the sentence onto the third person. After all students have “received” the message, the last person in both lines must go to the front of the classroom and say what the message was. Most likely the message will be different or distorted from the original message. Have line 1 and line 2 discuss, in separate small groups, what went wrong and what could have been done to improve the communication. Bring both groups back together and have an open discussion about their observations and analysis of the activity. Give mini-lesson on effective communication (see enclosed guide)

2. Closure: Review the importance of effective communication in leadership. Inform students the next lesson will focus on assertiveness.
Tips for effective communication:

Make sure the information is clear.
Be sensitive to others.
Don't be afraid to ask questions - "Excuse me, but I'm not sure I follow you. Could you please explain that again?"
Don't assume. It is dangerous - make sure the information is conveyed as clearly as possible.
Remember that communication is an ongoing process - there is always room for feedback and to improve both listening and spoken communication.

Eye contact is essential.
Facial Expressions/Body Language
Patience, Patience, Patience!!!
Important to keep people involved.
Attitude is the key to the outcome.

• The leadership is often responsible for the ease with which members of a group can communicate with each other.

• Successful leadership hinges on access to information. Leaders who have access to information were often found to have had greater exposure to newspapers and televisions than were those who were not influential leaders.

• Leaders were more active in interpersonal communication than non-leaders.

• Storytelling is an effective form of communication.

• Appear confident, friendly, and approachable.
  One way to do this is to mirror the other person. Mirroring is copying the behavior of another person. For example: If you're talking with someone, and they cross their legs, then you do it too. Mirroring subtly tells others that you want to have rapport with them.
  To help project a leadership image, avoid junk words ("like", "you know"). Carefully share anecdotes. "It's not over till the fat lady sings" is definitely an over-used one.

• Effective leaders present the world with images that grab our attention and interest. They use language in ways that allow us to see leadership not only as big decisions but as a series of moments in which images build upon each other to help us construct a reality to which we must then respond.
Lesson for Assertiveness

Objectives:
1. The students will keep a journal of their own thoughts and feelings throughout this process, in an effort to promote their writing and thinking skills.
2. The students will begin to learn more about themselves and their skills, and begin to see how their personalities relate to different leadership characteristics.
3. The students will be able to distinguish the difference between passive, assertive and aggressive behavior.
4. The students will practice different assertive approaches which they can use in their lives.
5. The students will be able to apply the information they learned from this lesson to the other lessons in this unit, and understand the correlation of such connections.

Purpose: The students will learn how assertiveness benefits them in becoming a leader.

Materials:
♦ Journals

Procedure:
1. Model: Ask students to define "passive," "assertive," and "aggressive" in their journals.
2. Guided Practice: (see enclosed guide)
3. Closure: Review the importance of assertiveness in leadership. Inform students the next lesson will be taking the Myers Briggs Personality Type Indicator test.
**Definitions:**

**Nonassertive behavior** - usually arises from the belief that "I don't matter - my feelings, rights, opinions, and ideas aren't important. They aren't worth expressing."

*Characteristics:* sound apologetic
  rambling
  hesitant
  beat around the bush
  afraid to say no

*Results:* feelings of hurt
  resentment
  sometimes anxious
  often fearful
  angry or annoyed w/self

Say things like: "I mean..." "You know..." "This is only my opinion," "I don't know if anyone will agree with this,..."

*Convey:* lack of self confidence
  low level of confidence in others

*Nonverbals:* weak or wavering voice
  excessive throat clearing
  nervous gestures
  failure to make direct eye contact
  fidgety posture or stance

**Aggressive Behavior** - is self enhancing at the expense of others. It is dominating and controlling.

*Characteristics:* sound accusing
  superior
  blame others
  label the behavior and attitudes of others
  state their feeling and desires clearly and directly in a way that violates other people’s rights
  unconcerned with the feelings, ideas, opinions, or attitudes of people around them.

*Results:* feeling angry or hostile
  air of superiority and distance
  alienated from others
**Nonverbals:** voices are loud, demanding, authoritarian
also - quiet - deadly quiet
rarely make direct eye contact
point fingers accusingly
make broad gestures with their hands that intrude on other people's space.

**Lack of self awareness:**
why ----fear ----protect oneself
overcompensating for being passive in the past.

**Assertive Behavior** - is the expression of our wants, needs, and opinions clearly and directly, without violating the rights of others.

**Characteristics:**
- open and honest
- direct and to the point
- not trying to force other people to agree w/you or give in to your requests
- says no to others w/out feeling guilty.

**Results:**
- fair to oneself and others
- shared control and responsibility

**Nonverbals:**
- communicates both caring and strength by listening attentively and generally assured, confident manner; voice is firm, warm well modulated and relaxed.
- direct eye contact
- posture is well balanced- not leaning slumped or thrusting.

**Assertive Philosophy**

Assertiveness begins with a positive, humanistic philosophy. Assertive people approach the world from the position that they are worthwhile and have certain rights while acknowledging that other people are worthwhile and have rights too!

Assertive people try to govern their personal and professional lives so they do not hurt others or allow others to hurt them. They stand up for legitimate personal rights in such a way that the rights of others are not violated.

Assertiveness is not license to tread on the feeling of others, to blame people, or to make unreasonable demands.
Having an assertive philosophy implies a specific set of attitudes toward ourselves and others. When we are assertive, we accept and act on statements such as:

1. I'm under no obligation to say yes to people simply because they ask a favor of me.
2. The fact that I say no to someone does not make me a selfish person.
3. If I do say no to people and they get angry, that doesn't mean I should say yes.
4. The fact that other people might not be assertive doesn't mean I shouldn't be.
5. Even though someone else may be annoyed with me at times, I can still feel good about myself.

**Behavior Change**

1. Identify your current behavior and its results.
2. Set goals for new behavior that will lead to better results.
3. Identify the beliefs, attitudes, and feelings that are keeping your existing behavior in place.
4. Develop new skills
5. Practice, Practice, Practice
### ASSERTIVE BILL OF RIGHTS

<table>
<thead>
<tr>
<th></th>
<th>LOW RESPECT</th>
<th>HIGH RESPECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Openness</td>
<td>Aggressive – Telling your roommate to shut off the TV</td>
<td>Assertiveness – Telling your roommate that you can’t concentrate when the TV is on</td>
</tr>
<tr>
<td>Low Openness</td>
<td>Passive Aggressive – acting grumpy and sighing; slamming books and pencils</td>
<td>Non Assertive – Not mentioning your difficulties or desire to have your roommate turn the TV off.</td>
</tr>
</tbody>
</table>

### GOAL - SETTING CHECKLIST

- *What is my goal? What exactly do I want to accomplish?*
- *How will assertive behavior on my part help me accomplish my goal?*
- *What do I usually do to avoid asserting myself in this situation? What is my usual modus operandi?*
- *What would I want to give up the comfort and security of usual behavior and assert myself instead? What incentive or motivation can I give myself to change?*
- *What is stopping me from asserting myself? I have been taught or conditioned to behave in ways that make it difficult for me to act assertively in this situation? What are these ways?*
- *What are my rights in the situation? Do these rights justify changing the old "tapes" of my conditioning? What can I do to change?*
- *Can I let the other person know I hear and understand him or her? Let the other person know how I feel? Tell the person what I want?*
Assertive Skills and Techniques - A Tool Kit for Positive Power and Influence.

I. Self Awareness

The five steps from Awareness to Assertion

<table>
<thead>
<tr>
<th>I see</th>
<th>I think</th>
<th>I feel</th>
</tr>
</thead>
<tbody>
<tr>
<td>(observations &amp;</td>
<td>(interpretations)</td>
<td>(feelings)</td>
</tr>
<tr>
<td>sensations)</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>I want</th>
<th>I will</th>
</tr>
</thead>
<tbody>
<tr>
<td>(desires)</td>
<td>(intentions)</td>
</tr>
</tbody>
</table>

Making "I" statements ---- I - Language Assertion

When you speak for yourself, you are announcing that you are aware of your own needs, feelings, thoughts and opinions.

Sense Statements - descriptions of what you see, hear, touch, taste and smell.

Interpretive Statements - "I think you're angry with me."

Feeling Statements - I feel... - followed by a specific emotion.

I feel that you should be more conscientious about your work.
-Not a statement of feeling but a strong expression of opinion.
I feel disappointed when you don't complete your work on time.

I Want Statements - putting it out - saying loud and clear what you want.

Intention Statements - let other people know what action you want.
II. Scripting - DESC---write it down!

Gives you a small concrete task to focus on as starting point in acting assertively in a situation. This helps you get clear about the situation and define your needs. It will make you more confident the next time you are in that situation. It gives you a chance to use words that are more assertive than the non-assertive or passive language you might use spontaneously.

**Describe** - I have been paying the phone bill all semester.
**Express** - I feel taken advantage of.
**Specify** - I want the $60 dollars you owe me by the end of this month.
**Consequences** - (positive) I don't want this issue to interfere w/our relationship. (negative) I will disconnect the phone.

Example:

**Describe**
I have been paying the phone bill all semester.

**Express**
I feel taken advantage of.

**Specify**
I want the $60 you owe me by the end of the month.

**Consequences**
(Positive) I don't want this issue to interfere with our relationship. (Negative) I will refuse to pay it and the phone will get disconnected

III. The Last Word: Saying NO!

Add - "it's nothing personal"
Whenever you must refuse someone, try to add that it's "nothing personal." Remember, your refusal has nothing to do with the person; you're just setting limits for yourself. "Sandy, it's nothing personal, but I can't go out with the group for drinks on Wednesdays. I have stopped drinking, and being in bars is stressful for me. But thank you for thinking of me and inviting me." In this way, you are letting Sandy and the group know that you are not rejecting them as individuals but rather are turning down the activity. This can soften your refusal and make other people more understanding of your position.
## Components of Behavior

<table>
<thead>
<tr>
<th>Non assertive (No Influence)</th>
<th>Assertive (Positive Influence)</th>
<th>Aggressive (Negative Influence)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>VERBAL</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hedging; failure to come to</td>
<td>Objective words.</td>
<td>Descriptive, subjective terms.</td>
</tr>
<tr>
<td>the point.</td>
<td>Direct statements,</td>
<td>Imperious, superior words.</td>
</tr>
<tr>
<td>Rambling; disconnected.</td>
<td>which say what you mean.</td>
<td>&quot;You&quot; messages that blame or</td>
</tr>
<tr>
<td>At a loss for words.</td>
<td>&quot;I&quot; messages.</td>
<td>label.</td>
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<tr>
<td>Failure to say what you really</td>
<td></td>
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<tr>
<td>mean. Qualifying statements</td>
<td></td>
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<tr>
<td>with &quot;I mean,&quot; &quot;you know.&quot;</td>
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<td></td>
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<tr>
<td><strong>NONVERBAL</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General demeanor</td>
<td>Attentive listening behavior.</td>
<td>Exaggerated show of strength.</td>
</tr>
<tr>
<td>Actions instead of words,</td>
<td>Generally assured manner,</td>
<td>Flippant, sarcastic style.</td>
</tr>
<tr>
<td>hoping someone will guess</td>
<td>communicating caring and</td>
<td>Air of superiority.</td>
</tr>
<tr>
<td>what you want.</td>
<td>strength.</td>
<td></td>
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<tr>
<td>Looking as if you don't mean</td>
<td></td>
<td></td>
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<tr>
<td>what you say.</td>
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<td></td>
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<tr>
<td><strong>VOICE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weak, hesitant, soft,</td>
<td>Firm, warm, well modulated,</td>
<td>Tense, shrill, loud, shaky:</td>
</tr>
<tr>
<td>sometimes wavering.</td>
<td>relaxed.</td>
<td>cold, &quot;deadly quiet,&quot;</td>
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<tr>
<td></td>
<td></td>
<td>demanding; superior,</td>
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<tr>
<td></td>
<td></td>
<td>authoritarian.</td>
</tr>
<tr>
<td><strong>EYES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Averted, downcast, teary,</td>
<td>Open, frank, direct. Eye</td>
<td>Expressionless, narrowed,</td>
</tr>
<tr>
<td>pleading.</td>
<td>contact, but not staring.</td>
<td>cold, staring; not really &quot;see-</td>
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<tr>
<td></td>
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<td>ing&quot; others.</td>
</tr>
<tr>
<td><strong>STANCE &amp; POSTURE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leaning for support, stooped,</td>
<td>Well balanced, straight on,</td>
<td>Hands on hips, feet apart.</td>
</tr>
<tr>
<td>excessive head nodding.</td>
<td>erect, relaxed.</td>
<td>Stiff and rigid. Rude,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>imperious.</td>
</tr>
<tr>
<td><strong>HANDS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fidgety, fluttery, clammy.</td>
<td>Relaxed motions.</td>
<td>Clenched. Abrupt gestures,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>fingerprinting, fist pounding.</td>
</tr>
<tr>
<td>Attitude</td>
<td>Center</td>
<td>Facial Expression</td>
</tr>
<tr>
<td>--------------------------</td>
<td>------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Disapproval</td>
<td>Closed</td>
<td>Prow <strong>n</strong></td>
</tr>
<tr>
<td>Readiness to make a decision</td>
<td>Open</td>
<td>Expectant</td>
</tr>
<tr>
<td>Desire to terminate conversion</td>
<td>Partially turned away; feet facing exit</td>
<td>Mild interest</td>
</tr>
<tr>
<td>Boredom</td>
<td>Closed</td>
<td>Blank, droopy eyes</td>
</tr>
<tr>
<td>Lack of understanding</td>
<td>Turned in</td>
<td>Quizzical</td>
</tr>
<tr>
<td>Confidence</td>
<td>Open, aggressive</td>
<td>Excitement</td>
</tr>
<tr>
<td>Suspicion</td>
<td>Turned away; feet point to exit</td>
<td>Scowl</td>
</tr>
<tr>
<td>Desire to speak</td>
<td>Extended to listener</td>
<td>Nodding</td>
</tr>
<tr>
<td>Nervousness</td>
<td>Turned away</td>
<td>Tense</td>
</tr>
</tbody>
</table>
Lesson for Myers Briggs Personality Type Indicator

Objectives:

1. The students will keep a journal of their own thoughts and feelings throughout this process, in an effort to promote their writing and thinking skills.

2. The students will begin to learn more about themselves and their skills, and begin to see how their personalities relate to different leadership characteristics.

3. The students will learn more about their own personality type and how their personality type fits in the bigger picture with the 15 other personality types in the MBTI.

4. The students will be able to apply the information they learned from this lesson to the other lessons in this unit, and understand the correlation of such connections.

Purpose: The students will learn how understanding their own personality will help them develop their own personal style of leadership.

Materials:
- Paper MBTI test (or computer version of test)
- Journals

Procedure:

1. Motivation: Have students write in their journal 5 different characteristics they think they possess and to give an example of an experience they had which related to that specific characteristic.

2. Guided Practice: Explain the different identifications in the MBTI (i.e. - Introverted (I), Extroverted (E)). Have students take MBTI test. Discuss the results of the test - ask students if they agree/disagree with the results - why? How do they perceive themselves now that they've been "identified" with a specific personality type? How will they use the information in developing their own leadership style?

3. Closure: Have the students write in their journal what they believe their leadership style is now and what they think their leadership style will be like in 10 years from now. Same/different - why, why not? Next lesson will be a student leadership practices inventory quiz.
What is the Myers-Briggs Type Indicator?

(http://www.aptcentral.org/aptmbtiw.htm)

The Myers-Briggs Type Indicator (MBTI) is a self-report personality inventory designed to give people information about their Jungian preferences. Isabel Briggs Myers and Katherine Cook Briggs began developing the MBTI in the early 1940s to make C.G. Jung's theory of human personality understandable and useful in everyday life.

MBTI results indicate the respondent's likely preferences on four dimensions:

- Extraversion (E) OR introversion (I)
- Sensing (S) OR Intuition (N)
- Thinking (T) OR Feeling (F)
- Judging (J) OR Perceiving (P)

Results on the indicator are generally reported with letters representing each of the preferences as indicated above.

There are 16 possible ways to combine the preferences, resulting in 16 MBTI types:

ISTJ, ISTP, ESTP, ESTJ, ISFJ, ISFP, ESFP, ESFJ, INFJ, INFP, ENFP, ENFJ, INTJ, INTP, ENTP, and ENTJ.

Though many factors combine to influence an individual's behaviors, values, and attitudes, the four-letter type descriptions summarize underlying patterns and behaviors common to most people of that type.

Uses of the MBTI

After more than fifty years of research and development, the MBTI is the most widely used instrument for understanding normal personality differences. It is used in

- Self-understanding and development
- Career exploration, development, and counseling
- Relationship and family counseling
- Organization development
- Team building
- Improving problem solving
- Management training
- Leadership development
More than three million MBTIs are administered each year in the U.S., and the instrument has also been translated into more than two dozen languages. It is used for similar purposes in countries such as Canada, the United Kingdom, Australia, New Zealand, Japan, Germany, Italy, Singapore, Korea, and several others.

Important Information for Those Who Wish to Take the MBTI

As a psychological inventory, the MBTI must be administered and interpreted by a practitioner qualified to purchase the instrument. This will typically be someone who has completed course work in psychological tests and measurement and/or has completed a workshop.

The MBTI is different from most other psychological instruments in the way it was constructed, the way it is scored, and its appropriate interpretation and application. It is based on Jung’s theory and needs to be interpreted within that context. Many of the misuses of psychological type result from a practitioner’s lack of knowledge of how the MBTI is different from other instruments.

Because of this, it’s a good idea to ask anyone offering the MBTI about their qualifications. Ideally, practitioners will have received training specifically in the psychometric properties and interpretation of the MBTI. Those who belong to a professional association such as the Association for Psychological Type ascribe to a code of regarding appropriate uses of the MBTI.

The best bets for locating a qualified practitioner are the following:

- The human resources department where you are employed
- A career counselor
- College and university counseling centers

You may also call the headquarters to be referred to a qualified practitioner who is an APT member.

For More Information About the MBTI


The *Journal of Psychological Type*, a research journal available at most major libraries, or from Tom Carskadon at Mississippi State University.
Lesson for Student Leadership Practices Inventory

Objectives:

1. The students will keep a journal of their own thoughts and feelings throughout this process, in an effort to promote their writing and thinking skills.

2. The students will begin to learn more about themselves and their skills, and begin to see how their personalities relate to different leadership characteristics.

3. The students will learn more about their own perceptions of their leadership practices, as well as their peer's observations of their own leadership practices.

4. The students will be able to apply the information they learned from this lesson to the other lessons in this unit, and understand the correlation of such connections.

Purpose: The students will learn how their own analysis of leadership practices may differ or be the same as a peer's perceptions and what that means in the bigger picture of leadership development.

Materials:

♦ Student Leadership Practices inventory (both self and observer)
♦ Journals

Procedure:

1. Motivation: Have students write in their journal 5 different leadership traits they think they possess and to give an example of an experience they had which related to that specific trait.

2. Guided Practice: Have students take leadership practices inventory - self. Then assign students in groups of two and have them perform an inventory on each other. Discuss the results of the inventory - ask students if they agree/disagree with their observer's inventory - why? How do they perceive themselves now that they've been analyzed by their peers? How will they use the information in developing their own leadership style?

3. Closure: Have students write in their journal what things they found to be similar or different from their MBTI and Leadership Practice Inventory. How will they use this information in becoming leaders? Next lesson is a review and wrap-up of all other lessons.
STUDENT LEADERSHIP PRACTICES INVENTORY-SELF

Your Name: ____________________________________________

Instructions

On the next two pages are thirty statements describing various leadership behaviors. Please read each statement carefully. Then rate yourself in terms of how frequently you engage in the behavior described. This is not a test (there are no right or wrong answers).

Consider each statement in the context of the student organization (for example, club, team, chapter, group, unit, hall, program, project) with which you are most involved. The rating scale provides five choices:

(1) If you RARELY or SELDOM do what is described in the statement, circle the number one (1).
(2) If you do what is described ONCE IN A WHILE, circle the number two (2).
(3) If you SOMETIMES do what is described, circle the number three (3).
(4) If you do what is described FAIRLY OFTEN, circle the number four (4).
(5) If you do what is described VERY FREQUENTLY or ALMOST ALWAYS, circle the number five (5).

Please respond to every statement.

In selecting the response, be realistic about the extent to which you actually engage in the behavior. Do not answer in terms of how you would like to see yourself or in terms of what you should be doing. Answer in terms of how you typically behave. The usefulness of the feedback from this inventory will depend on how honest you are with yourself about how frequently you actually engage in each of these behaviors.

For example, the first statement is “I look for opportunities that challenge my skills and abilities.” If you believe you do this “once in a while,” circle the number 2. If you believe you look for challenging opportunities “fairly often,” circle the number 4.

When you have responded to all thirty statements, please turn to the response sheet on the back page and transfer your responses as instructed. Thank you.
## Student Leadership Practices Inventory - Self

How frequently do you typically engage in the following behaviors and actions? Circle the number that applies to each statement.

<table>
<thead>
<tr>
<th></th>
<th>Self-Leadership Practices</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Seldom or Rarely</td>
<td>2</td>
<td>Once in a While</td>
<td>3</td>
<td>Sometimes</td>
<td>4</td>
<td>Fairly Often</td>
</tr>
<tr>
<td>1.</td>
<td>I look for opportunities that challenge my skills and abilities.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>I describe to others in our organization what we should be capable of accomplishing.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>I include others in planning the activities and programs of our organization.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
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<tr>
<td>4.</td>
<td>I share my beliefs about how things can be run most effectively within our organization.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
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<tr>
<td>5.</td>
<td>I encourage others as they work on activities and programs in our organization.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
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<td>6.</td>
<td>I keep current on events and activities that might affect our organization.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
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<tr>
<td>7.</td>
<td>I look ahead and communicate about what I believe will affect us in the future.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
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<td>8.</td>
<td>I treat others with dignity and respect.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>I break our organization’s projects down into manageable steps.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
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<tr>
<td>10.</td>
<td>I make sure that people in our organization are recognized for their contributions.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
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<tr>
<td>11.</td>
<td>I take initiative in experimenting with the way we do things in our organization.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>I am upbeat and positive when talking about what our organization is doing.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>I support the decisions that other people in our organization make on their own.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>I set a personal example of what I expect from other people.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>I praise people for a job well done.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SELDOM OR RARELY</td>
<td>2</td>
<td>ONCE IN A WHILE</td>
<td>3</td>
<td>SOMETIMES</td>
<td>4</td>
<td>FAIRLY OFTEN</td>
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</tr>
<tr>
<td>16.</td>
<td>I look for ways to improve whatever project or task I am involved in.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>I talk with others about how their own interests can be met by working toward a common goal.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>I foster cooperative rather than competitive relationships among people I work with.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>I talk about the values and principles that guide my actions.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>I give people in our organization support and express appreciation for their contributions.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td>I ask, &quot;What can we learn from this experience?&quot; when things do not go as we expected.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td>I speak with conviction about the higher purpose and meaning of what we are doing.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>23.</td>
<td>I give others a great deal of freedom and choice in deciding how to do their work.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>24.</td>
<td>I follow through on the promises and commitments I make in this organization.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>25.</td>
<td>I find ways for us to celebrate our accomplishments publicly.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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</tr>
<tr>
<td>26.</td>
<td>I let others experiment and take risks even when outcomes are uncertain.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>27.</td>
<td>I show my enthusiasm and excitement about what our organization is doing.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
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<tr>
<td>28.</td>
<td>I provide opportunities for others to take on leadership responsibilities.</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>5</td>
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<tr>
<td>29.</td>
<td>I make sure that we set goals and make specific plans for the projects we undertake.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>30.</td>
<td>I make it a point to tell others about the good work done by our organization.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
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</tbody>
</table>
Transferring the Scores

After you have responded to the thirty statements on the previous two pages, please transfer your responses to the blanks below. This will make it easier to record and score your responses. Notice that the numbers of the statements are listed horizontally. Make sure that the number you assigned to each statement is transferred to the appropriate blank. Fill in a response for every item.

1. _____ 2. _____ 3. _____ 4. _____ 5. _____
26. _____ 27. _____ 28. _____ 29. _____ 30. _____

Further Instructions

Please write your name here: ____________________________

Please bring this form with you to the workshop (seminar or class) or return this form to:

___________________________________________________________________________

___________________________________________________________________________

If you are interested in feedback from other people, ask them to complete the Student LPI-Observer, which provides you with perspectives on your leadership behaviors as perceived by others.
Name of Leader: ____________________________

Instructions

On the next two pages are thirty descriptive statements about various leadership behaviors. Please read each statement carefully. Then rate the person who asked you to complete this form in terms of how frequently he or she typically engages in the described behavior. This is not a test (there are no right or wrong answers).

Consider each statement in the context of the student organization (for example, club, team, chapter, group, unit, hall, program, project) with which that person is most involved or with which you have had the greatest opportunity to observe him or her. The rating scale provides five choices:

1. If this person RARELY or SELDOM does what is described in the statement, circle the number one (1).
2. If this person does what is described ONCE IN A WHILE, circle the number two (2).
3. If this person SOMETIMES does what is described, circle the number three (3).
4. If this person does what is described FAIRLY OFTEN, circle the number four (4).
5. If this person does what is described VERY FREQUENTLY or ALMOST ALWAYS, circle the number five (5).

Please respond to every statement.

In selecting the response, be realistic about the extent to which this person actually engages in the behavior. Do not answer in terms of how you would like to see this person behaving or in terms of what this person should be doing. Answer in terms of how he or she typically behaves. The usefulness of the feedback from this inventory will depend on how honest you are about how frequently you observe this person actually engaging in each of these behaviors.

For example, the first statement is, "He or she looks for opportunities that challenge his or her skills and abilities." If you believe this person does this "once in a while," circle the number 2. If you believe he or she looks for challenging opportunities "fairly often," circle the number 4.

When you have responded to all thirty statements, please turn to the response sheet on the back page and transfer your responses as instructed. Thank you.
STUDENT LEADERSHIP PRACTICES INVENTORY-OBSERVER

How frequently does this person typically engage in the following behaviors and actions? 
*Circle* the number that applies to each statement:

<table>
<thead>
<tr>
<th></th>
<th>1: Seldom or Rarely</th>
<th>2: Once in a While</th>
<th>3: Sometimes</th>
<th>4: Fairly Often</th>
<th>5: Very Frequently</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>10.</td>
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<td>12.</td>
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<td>13.</td>
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<td>14.</td>
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<td>15.</td>
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</tbody>
</table>

He or She:

1. looks for opportunities that challenge his or her skills and abilities.  
   1 \[2\] 3 4 5

2. describes to others in our organization what we should be capable of accomplishing.  
   1 \[2\] 3 4 5

3. includes others in planning the activities and programs of our organization.  
   1 \[2\] 3 4 5

4. shares his or her beliefs about how things can be run most effectively within our organization.  
   1 \[2\] 3 4 5

5. encourages others as they work on activities and programs in our organization.  
   1 \[2\] 3 4 5

6. keeps current on events and activities that might affect our organization.  
   1 \[2\] 3 4 5

7. looks ahead and communicates about what he or she believes will affect us in the future.  
   1 \[2\] 3 4 5

8. treats others with dignity and respect.  
   1 \[2\] 3 4 5

9. breaks our organization's projects down into manageable steps.  
   1 \[2\] 3 4 5

10. makes sure that people in our organization are recognized for their contributions.  
    1 \[2\] 3 4 5

11. takes initiative in experimenting with the way we do things in our organization.  
    1 \[2\] 3 4 5

12. is upbeat and positive when talking about what our organization is doing.  
    1 \[2\] 3 4 5

13. supports the decisions that other people in our organization make on their own.  
    1 \[2\] 3 4 5

14. sets a personal example of what he or she expects from other people.  
    1 \[2\] 3 4 5

15. praises people for a job well done.  
    1 \[2\] 3 4 5

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<table>
<thead>
<tr>
<th></th>
<th>SELDOM OR RARELY</th>
<th>ONCE IN A WHILE</th>
<th>SOMETIMES</th>
<th>FAIRLY OFTEN</th>
<th>VERY FREQUENTLY</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>looks for ways to improve whatever project or task he or she is involved in.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>17</td>
<td>talks with others about how their own interests can be met by working toward a common goal.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>18</td>
<td>fosters cooperative rather than competitive relationships among people he or she works with.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>19</td>
<td>talks about the values and principles that guide his or her actions.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>20</td>
<td>gives people in our organization support and expresses appreciation for their contributions.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>21</td>
<td>asks &quot;What can we learn from this experience?&quot; when things do not go as we expected.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>22</td>
<td>speaks with conviction about the higher purpose and meaning of what we are doing.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>23</td>
<td>gives others a great deal of freedom and choice in deciding how to do their work.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>24</td>
<td>follows through on the promises and commitments he or she makes in this organization.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>25</td>
<td>finds ways for us to celebrate our accomplishments publicly.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>26</td>
<td>lets others experiment and take risks even when outcomes are uncertain.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>27</td>
<td>shows his or her enthusiasm and excitement about what our organization is doing.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>28</td>
<td>provides opportunities for others to take on leadership responsibilities.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>29</td>
<td>makes sure that we set goals and make specific plans for the projects we undertake.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>30</td>
<td>makes it a point to tell others about the good work done by our organization.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
Transferring the Scores

After you have responded to the thirty statements on the previous two pages, please transfer your responses to the blanks below. This will make it easier to record and score your responses. Notice that the numbers of the statements are listed horizontally. Make sure that the number you assigned to each statement is transferred to the appropriate blank. Fill in a response for every item.

1. _____ 2. _____ 3. _____ 4. _____ 5. _____
26. _____ 27. _____ 28. _____ 29. _____ 30. _____

Further Instructions

The above scores are for (name of person): ___________________________

Please bring this form with you to the workshop (seminar or class) or return this form to:

_________________________________________________________________
_________________________________________________________________

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Lesson for Wrap-up on Leadership

Objectives:

1. The students will keep a journal of their own thoughts and feelings throughout this process, in an effort to promote their writing and thinking skills.

2. The students will be able to apply the information they learned from this lesson to the other lessons in this unit, and understand the correlation of such connections.

Purpose: The students will synthesize all the information they’ve comprehended in the past lessons and move on in their lives with a better understanding of what leadership is all about.

Materials:

- Handouts of Pat Summit’s “Definite Dozen”
- Journals

Procedure:

1. Motivation: Hand out the “Definite Dozen” excerpt from Pat Summit’s book. Ask students to read the paper.

2. Guided Practice: Discuss the definite dozen and ask students to individually prioritize the 12 different categories - from most important aspect of leadership to least important aspect of leadership. Then have the whole group discuss how they prioritized the 12 different categories. Ask for their rationale in such prioritization. How did the previous lessons influence their prioritization? Different prioritization goes to show the different philosophies or style each student has in regards to leadership - none of them are “right” or “wrong” - but unique in their own ways.

   Take post-quiz (same as first lesson pre-quiz). Ask students what their feelings/thoughts are in regards to the post-results? Were there any changes in answers or were they similar? What does that mean?

3. Closure: Quickly review the different lessons and the main points covered in the unit:
   - explore self-worth and enhance self-esteem (significance of individual)
   - learn how to work well with others to reach a common goal (teamwork/conflict resolution)
   - broaden understanding of cultural differences (hearing/deaf)
   - learn how to make a difference in the community (credibility v. charisma)
   - gain skills on how to cope with a changing environment (adapting/assertiveness)
   - develop a personal style of leadership (MBTI/Leadership inventory)

   Have students write their final thoughts in the journals.
Reach for the Summit
As we get caught up in day-to-day matters, we sometimes forget what's really important to us. I like to keep the Definite Dozen nearby as a refresher.

An overview of the Definite Dozen:

1. **Respect Yourself and Others**
   - There is no such thing as self-respect without respect for others.
   - Individual success is a myth. No one succeeds all by herself.
   - People who do not respect those around them will not make good team members and probably lack self-esteem themselves.
   - When you ask yourself “Do I deserve to succeed?” make sure the answer is yes.
2. Take Full Responsibility
- There are no shortcuts to success.
- You can't assume larger responsibility without taking responsibility for the small things, too.
- Being responsible sometimes means making tough, unpopular decisions.
- Admit to and make yourself accountable for mistakes. How can you improve if you're never wrong?

3. Develop and Demonstrate Loyalty
- Loyalty is not unilateral. You have to give it to receive it.
- The family business model is a successful one because it fosters loyalty and trust.
- Surround yourself with people who are better than you are. Seek out quality people, acknowledge their talents, and let them do their jobs. You win with people.
- Value those colleagues who tell you the truth, not just what you want to hear.

4. Learn to Be a Great Communicator
- Communication eliminates mistakes.
- Listening is crucial to good communication.
- We communicate all the time, even when we don't realize it. Be aware of body language.
- Make good eye contact.
- Silence is a form of communication, too. Sometimes less is more.

5. Discipline Yourself So No One Else Has To
- Self-discipline helps you believe in yourself.
- Group discipline produces a unified effort toward a common goal.
- When disciplining others, be fair, be firm, be consistent.
- Discipline helps you finish a job, and finishing is what separates excellent work from average work.
6. **Make Hard Work Your Passion**
   - Do the things that aren't fun first, and do them well.
   - Think big, work small.
   - Plan your work, and work your plan.
   - See yourself as self-employed.

7. **Don't Just Work Hard, Work Smart**
   - Success is about having the right person, in the right place, at the right time.
   - Know your strengths, weaknesses, and needs.
   - When you understand yourself and those around you, you are better able to minimize weaknesses and maximize strengths. Personality profiles help.
   - Be flexible.

8. **Put the Team Before Yourself**
   - Teamwork doesn't come naturally. It must be taught.
   - Teamwork allows common people to obtain uncommon results.
   - Not everyone is born to lead. Role players are critical to group success.
   - In group success there is individual success.

9. **Make Winning an Attitude**
   - Combine practice with belief.
   - Attitude is a choice. Maintain a positive outlook.
   - No one ever got anywhere by being negative.
   - Confidence is what happens when you've done the hard work that entitles you to succeed.

10. **Be a Competitor**
    - Competition isn't social. It separates achievers from the average.
    - You can't always be the most talented person in the room. But you can be the most competitive.
Influence your opponent: By being competitive you can affect how your adversary performs.
- There is nothing wrong with having competitive instincts. They are survival instincts.

11. Change Is a Must
- It’s what you learn after you know it all that counts the most.
- Change equals self-improvement. Push yourself to places you haven’t been before.
- Take risks. You can’t steal second base with your foot on first.

12. Handle Success Like You Handle Failure
- You can’t always control what happens, but you can control how you handle it.
- Sometimes you learn more from losing than winning. Losing forces you to reexamine.
- It’s harder to stay on top than it is to make the climb. Continue to seek new goals.
Presentation for Self-Advocacy Unit
Self-Advocacy: What is it and Why is it important?

Advocacy
- word for each letter

Definition of Advocacy
- helping someone by speaking or acting in their best interest
  - means to stand up for their rights and help them get what they need
  - means supporting them as they make important decisions

Definition of Self-Advocacy
- speaking or acting for yourself
  - means deciding what is best for you and taking charge of getting it
  - means standing up for your rights as a person

How to go about advocacy?
- SUCCESS
  - Set goals (be forceful, eloquent and determined but avoid anger; look to build bridges, not to burn them)
  - Unity (strength is in numbers; coalitions work best when agendas are clear and narrow in scope)
  - Communication (the more clearly one understands the position on the issue, the better you are able to communicate your position; keep people in the loop and share information; articulate your messages so that "all" participants understand you)
  - Chain of contact (don't skip anyone in resolving a conflict; move up the chain of contact if the situation is not resolving)
  - Empowerment (become educated, become active)
  - Shared responsibility (delegate tasks; participate on committees; take a part of the movement - don't sit back and watch)
  - Strategies for civil disobedience (meetings; rallies; open forums; petitions; marches; sit-ins; boycotts)
Set Goals

Unity

Communication

Chain of contact

Empowerment

Share responsibility

Strategies
Me Do-Do?

Self-Advocacy: Your Rights & Responsibilities

Advocacy Unit
Leadership Curriculum
Self-Advocacy

- Speaking or acting for **YOURSELF**!

- The act of advancing or **supporting a cause**.

- Deciding what is best for you, and **taking charge** of getting it.

- **Standing up for your rights** as a person.
Advocacy Checklist:

✓ Know the facts

✓ Check the facts to make sure they are accurate! If you are not sure, seek out witnesses or someone who has them.

✓ Ask for and look at any relevant documents (e.g., letters, e-mails, written notes).
What do you hope to ACCOMPLISH from the Advocacy efforts?

✓ **Know your goals**

✓ What is it you want or need in terms of access and/or services?

✓ Make sure you know what you are going to do, when you are going to do it and how far you will go and agree to.
Know WHO you are dealing with and their authority

 ✓ Know your target

 ✓ What type of agency is it? How is it funded? (Profit/Non-Profit, Receiving Federal or State funds?)

 ✓ What is the title/position of your contact? What is his or her authority?

 ✓ Who has the authority to decide or take the needed action?
Making the pitch

✓ Be professional, tactful, authoritative, firm but courteous.

✓ Be clear in your demands.

✓ Be flexible in your technique (e.g., cooperative, patient, humorous, cajoling) but be yourself (use your own strengths).

✓ Be truthful but use the facts in a favorable way.
✓ Be willing to **compromise or offer alternatives** if necessary.

✓ Be willing to **offer further assistance**, (e.g., how to accommodate, community resources to contact).

✓ Be prepared to **refer to another source that will likely confirm your position** (e.g., Office of Civil Rights – OCR).

✓ Don’t say anything you can’t back up – protect your credibility.
✓ **When in doubt, seek advice** (contact a lawyer or an advocate if you have questions or are unsure).

✓ **Document, Document, Document!**
  ✓ Keep a record of all the dialogue that takes place (date, time, location, parties involved).
  ✓ Save all papers or receipts.

✓ **Make sure you follow the correct process.**
  ✓ Chain of command
  ✓ Deadlines
The Best Advocate is often the Most Informed One.
Some Resources for Self-Advocacy

- The Blue Book (TDI)
- Pamphlets/Information Booklets
  - State & Federal agencies (OCR, DOJ, EEOC)
  - Organizations (NAD, AGBell, SHHH)
- Agencies
Where to Find Information/Resources?

- Library
- Internet
- Newspaper/Magazines (New York Times, Time, Newsweek, Deaf Life, Deaf Nation, NAD Broadcaster, Silent News)
- TV (CNN, News)
Contact Information for Key Resources

• **Disability Rights Section (Department of Justice)**
  - P.O. Box 66738, Washington D.C., 20035-6738
  - ADA Information Line
    - 800/514-0301 (Voice)
    - 800/514-0383 (TTY)

• **U.S. Equal Employment Opportunity Commission (EEOC)**
  - 800/669-4000 (Voice)
  - 800/669-6820 (TTY)
  - [http://www.eeoc.gov](http://www.eeoc.gov)
• National Association of the Deaf
  - 301/587-7730 (Voice or TTY)
  - 301/587-0234 (Fax)
  - http://www.nad.org
What do you know about your civil rights?

- Civil Rights:
  - the legal rights of a citizen and the protection of them.

- What are some of the fundamental rights you have?
  - First Amendment: U.S. Constitution
    (Freedom of Expression...)
  - Fourteenth Amendment: U.S. Constitution
    (Equal protection under the laws)
Rehabilitation Act of 1973

- The Rehabilitation Act **prohibits** discrimination on the basis of disability in:
  
  - programs conducted by **federal agencies**,
  
  - programs receiving **Federal financial assistance**,
  
  - **Federal employment**, and
  
  - the employment practices of **Federal contractors**.
Sections of Rehabilitation
Act of 1973

• 501
  - Requires affirmative action and nondiscrimination in employment by Federal agencies of the executive branch.

• 503
  - Requires affirmative action and prohibits employment discrimination by Federal government contractors and subcontractors with contracts of more than $10,000.
Sections of Rehabilitation Act of 1973

**504**

- "No qualified individual with a disability in the United States shall be excluded from, denied the benefits of, or be subjected to discrimination under" any program or activity that either receives Federal financial assistance or is conducted by any Executive agency or the United States Postal Service.

- Each Federal agency has its own set of section 504 regulations that apply to their programs. Each agency is responsible for enforcing its own regulations.
The Americans with Disabilities Act (ADA)

- The ADA prohibits discrimination on the basis of disability in employment, State and local government, public accommodations, commercial facilities, transportation, and telecommunications.

- To be protected by the ADA, one must have a disability or have a relationship or association with an individual with a disability.

- ADA's definition of disability: "a person who has a physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record of such an impairment, or a person who is perceived by others as having such an impairment."
What kinds of discrimination are covered by the ADA?

- Employment (Title I)
- Public Services/Transportations (Title II)
- Public Accommodations and Services Operated by Private Entities (Title III)
- Telecommunications (Title IV)
Summation of Key Advocacy Tips

- Prepare and plan as much as possible

- Know your responsibilities
  - Make known your needs
  - Suggest specific accommodations
  - Engage in consultation process
  - Keep yourself informed
  - Document, Document!

- Seek & get support if appropriate
  - Build a stronger base by obtaining supporters or people who share the same cause as you