

## 4.3 Leadership Begins with Motivation & Initiative

**Related Area(s):** *Interpersonal Skills*

Lesson Objective(s): The purpose of this module is for students to determine what is needed to become an effective leader in the workplace.

Outcome Goal(s):

1. Identify what it means to take initiative in the workplace.
2. Identify what it means to be motivated.
3. Determine how motivation and initiative play a role in leadership development.
4. Determine what it takes to be an effective leader.

### Instructor Preparation Checklist

☐	Supplies and Tasks	Materials and Resources
	Media & Audio	
	Websites	Computers
	Read/Review	
	Field Trips/Co-op/Outings	
	Supplies Needed	Five dice, small prize,
	Print/Copy/Laminate	Worksheets, information sheets
	Miscellaneous	

**Additional Notes:**

### Warm Up – Initiative and Motivation two building blocks of Leadership

1. Description: Ask for a volunteer to come to the front of the room. Hold out the dice, but hand just one to the volunteer. Tell the student to throw six 'sixes' in thirty seconds to win a small prize. Keep the other dice in your hand throughout the exercise. Let them know when they have twenty seconds left and count down the last ten seconds out loud. (If there is time, you could ask for another volunteer and give them a chance to try.)

**Learning points:**

- The chance of getting the six 'sixes' increases with the number of throws.

- Did the person start throwing faster in the last ten seconds? (If more than one person tried, did the second person roll faster throughout the activity? Why do you think this might be?) EXAMPLES: *Too often in life we don't 'throw quickly' until there is a crisis or a deadline. (This speaks to motivation)*
  - **Why wait until the week before you have to go to court to do your community service hours or get a letter of support?**
  - **Why wait until the night before a test to study?**
  - **Why wait until June to try to get a summer job?**
  - **Why wait until the day of a job interview to try to find something to wear?**
- The thrower could have asked for more dice. Explain that you would have given the volunteer more dice if she/he had asked. The more dice being thrown, the greater the chance of getting the 'sixes'. (This speaks to initiative)
  - **How often do we make things more difficult because we don't ask for help or additional resources?**
  - **What is the chance of getting what you want/need if you ask for it?**
  - **What is the chance if you don't ask?**
- Someone with average skills can easily outperform a more skillful employee if he/she targets their effort more effectively and uses time more efficiently. Leadership success is not always about skills — **determination, motivation, work ethic, initiative and attitude are key components to success. In this case it was about motivation.**

**Purpose/Key Skills:** The purpose of this activity is for students to realize that asking for help or using resources effectively is part of the initiative and motivation that is needed to become a leader.

**Notes/Vocabulary:** motivation, determination, work ethic, initiative and attitude

**Materials:** Five dice, small prize

## (1) Group Discussion on Initiative and Motivation

Description: 1. Read the following paragraph to students and ask them to respond:

A recent poll of executives asked, "What do you feel is the single best way for employees to earn a promotion and/or raise?" Topping the list for 82% of the respondents was "Ask for more work and responsibility."

Employees who take initiative greatly enhance their chances for recognition, learning, advancement, pay raises, and bonuses - and have a more meaningful and exciting time at work. Asking for more work shows your interest and desire to help your department and company to succeed; it also helps put a spotlight on your value to the organization.

<https://www.inc.com/articles/1999/09/16417.html>

2. Ask student what they thought about what was just read to them.
  - a. What does it mean to be motivated and take initiative?
  - b. What examples in the work place have they notice where someone is taking the initiative or is motivated?
  - c. Is there a time when an employee can be too motivated or overstep boundaries in taking initiative?
3. Ask students to complete the Worksheet 4.3-1

**Purpose/Key Skills:** Discuss the meaning of initiative and motivation in the workplace. Provide students with an opportunity to reflect on their own initiative and motivation.

**Notes/Vocabulary:** Initiative, motivation

**Materials:** Pen/Pencil, Worksheet 4.3-1

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## (2) Small Group Discussion

**Description:** Divide students into four small groups. Hand out Worksheet 4.3-2 and instruct the small groups to discuss the scenario and the questions. Have each group take the lead on one of the questions for the larger group discussion.

Using the same group, hand out worksheet 4.3.3 and instruct each group to work on three pre-assigned jobs. Have the groups present their ideas to the larger group and see if people from other groups have additional ideas to share.

Remind students that taking initiative is important, but that they must also remember that some ideas should be discussed with a supervisor, following the chain of command or use

proper protocol before employees start working on them (as discussed in the example with Margaret).

**Purpose/Key Skills:** The purpose of this lesson is to discuss the importance of taking initiative by making sure to follow protocol.

**Notes/Vocabulary:** Chain of command, protocol

**Materials:** 4.3-2, 4.3-3

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### (3) Define Leadership

**Description:**

1. Ask students to write down on sticky notes their definition of leadership. Questions to consider are: What is the definition of leadership? What does it mean to be a leader? What does a leader do? Look like? Sound like? What are the characteristics of leadership? How would you explain leadership to a 3rd grader?

Have the students post with their personal definition on the wall around the room. After all note cards are posted, student should read their definition and provide reasoning for their definition.

Facilitate a discussion about the many leadership definitions youth have created. Throughout the conversation stress:

1. There is not one definition of leadership; rather, there exists many meanings of what leadership is.
2. Leadership often has different meanings and characteristics based on the individual leader and the leaders' situations.

**Purpose/Key Skills:** The purpose of this activity is to determine leadership definitions and discover that depending on the situation there exists many meanings.

**Notes/Vocabulary:** leadership

**Materials:** Sticky notes, pen/pencil

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### (4) Five Levels of Leadership

**Description:** Watch the video: The Five levels of leadership. Explain to the students that this is one person's theory about leadership. There are many theories out in the world. Have

students take a closer look by reading Information Sheet A Leadership- “The Five Levels of Leadership”. Divide students into groups of 5, assign each a level to read and summarize and then do a report-out to the rest of the group.

**Purpose/Key Skills:** The purpose of this activity is for students to determine that the definition of leadership is based on theory and best practices.

**Notes/Vocabulary:** Pinnacle

**Materials:** <https://www.youtube.com/watch?v=2qG7MVJL-U4>

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## (5) Leadership Style

**Description:** There are various styles of leadership. The styles differ depending upon the expert’s perception. Has student “google” Styles of Leadership to find the many different theories of leadership that are presented. Ask them to focus on one web site and write each style, along with a summary on a large sticky note. Post on the white board to assess the many interpretations of leadership styles.

**Information:**

Below are the three styles established by Kurt Lewin in 1939, these three styles are used today however more have been added by other researchers.

**Authoritarian or autocratic** - the leader tells his or her employees what to do and how to do it, without getting their advice

**Participative or democratic** - the leader includes one or more employees in the decision making process, but the leader normally maintains the final decision making authority

**Delegative or laissez-fair** (free-rein) - the leader allows the employees to make the decisions, however, the leader is still responsible for the decisions that are made

**Purpose/Key Skills:** The purpose is to determine there is not a common definition of leadership style.

**Notes/Vocabulary:** Leadership style, vocabulary from the students’ findings on the various web sites

**Materials:** Computers and large sticky notes.

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## (6) What About You

**Description:** Ask students to complete the 4.3-4, “Leadership Self-Assessment Survey”. Ask students to discuss what they learned about themselves after completing the survey.

**Purpose/Key Skills:** The purpose is to help student reflect on their strengths and areas to improve as a developing leader.

**Notes/Vocabulary:** assessment

**Materials:** Survey pen/pencil

## Formative Assessment

□	Skill Description and Assessment	Notes These lesson require class participation and a positive attitude. The three descriptors listed here may be used as a rubric to give student feedback
	<ul style="list-style-type: none"><li>Was highly engaged in class discussions; demonstrated positive attitude toward completing activities</li></ul>	
	<ul style="list-style-type: none"><li>Was moderately engaged during class discussions; demonstrated mostly positive attitude toward completing the activities.</li></ul>	
	<ul style="list-style-type: none"><li>Was not engaged during class discussions; demonstrated negative attitude toward completing the activities.</li></ul>	

## References:

<http://www.businessballs.com/freeteambuildingactivities.htm#team-building-games-exercises-activities;>

<http://www.nwlink.com/~donclark/leader/self.htmlfile:///C:/Users/Elsie%20Bell/OneDriveYYEL-L-Leadership-Curriculum1.pdf>