

Leadership at All Levels

SUBMITTED BY: Kathryn McGinn

SUBJECT(S): Career Development

GRADE LEVEL(S): 9, 10, 11, 12

≡ OVERVIEW:

Students will read and analyze an article about leadership skills/responsibilities for workers at all levels of the employment hierarchy. Students will answer questions about the article and then work together to create visual representations of the article's main ideas.

≡ RELATED ARTICLES:

- [“What It Takes to Become a CEO”](#)
- [“Ten Ways to Judge a President: Leadership Lessons from History”](#)
- [“Teamwork with a Marshmallow on Top”](#)
- [“Revealing Secrets of Magic, Leadership and Life”](#)
- [“Prom Appeals to the Heart – and the Business Brain”](#)
- [“President Trump and Reflections from First-time Voters”](#)
- [“Mountain Guides Teach Us About Leadership”](#)
- [“MLK Day Tribute: Student Lessons in Leadership”](#)
- [“Mentors: Knowing How and When to Listen to Feedback”](#)
- [“Leadership Lessons from the Thailand Cave Rescue”](#)
- [“Great Leaders Recognize and Value the Power of Emotions”](#)
- [“Embracing Leadership in an Era of Activism”](#)
- [“ElectNext’s Keya Dannenbaum: Who’s Your Perfect Political Match?”](#)
- [“Educator Toolkit: The Chief Executive Officer”](#)
- [“Educator Toolkit: Leadership in the Age of Activism”](#)
- [“Educator Toolkit: Leadership and Resilience”](#)
- [“Debate and the Appeal of Opposing Views”](#)

- “CEO David Pottruck on How to Be a Great Leader”
- “Career Insight: The First Woman to Coach in the NFL on Teamwork and the Power of Relationships”

Common Core Standard(s):

- ELA CCR Writing 2: Write informative/explanatory texts (including images!) to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- ELA CCR Writing 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
- ELA CCR Reading 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- ELA CCR Reading 7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
- ELA CCR Speaking and Listening 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
- ELA CCR Speaking and Listening 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- ELA CCR Speaking and Listening 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Objectives/Purposes:

- Students will understand the potential for leadership at all positions within a company.
- Students will represent the main ideas of an article in a clear, visual format.

Knowledge@Wharton Article:

- “Why Everyone in an Enterprise Can — and Should — Be a Leader”

Other Resources/Materials:

- “Why Everyone in an Enterprise Can...” Reading Guide ([Handout A](#))
- Leadership Diagram Assignment ([Handout B](#))
- Newsprint/markers

Activities:

1. Hand out “Why Everyone in Enterprise Can – and Should – Be a Leader.” Have students read the first 2/3 of the article (everything except the last section, “Reluctant to Read.” As students read, they should answer the questions on the reading guide (See handout A).

(10 mins)

2. As a class, go over the answers to the questions on the reading guide.

Answers may vary, but key points are noted below:

1. Describe two advantages of having leaders at every level of an organization.

- Helps get the most out of all employees
- Helps achieve strategic goals
- Fulfills personal career aspirations of employees
- Identifies and prepares future leaders

2. Describe three qualities of good leaders that are identified in the article.

- Ability to excite and motivate people
- Bring excellence and vision to the company
- Clear-minded
- Good communication skills/very persuasive
- Ask right questions, set clear goals, institute processes
- Never satisfied, always wanting to improve

3. How can organizations encourage employees at all levels to become leaders?

- Encourage people to learn about other leaders
- Mentor people
- Challenge employees to get out of “comfort zones” and take on new challenges

4. Describe two ways top executives can/should lead.

- Influence the strategic direction of a company
- Communicate with outside and inside connections

5. Describe two ways mid-level employees can/should lead.

- Engage in ethical communications with colleagues
- “Lead Up” by offering new ideas to superiors

6. Describe two ways lower-level employees can/should lead.

- Prioritizing tasks, managing time, getting people to accomplish goals, resolving conflicts
- Improve things where you are

(10 mins)

3. Break students into groups of two to three. Using newsprint and markers, students must create a Leadership Diagram based on the information in the article and their own ideas (See handout B).

(15 mins)

4. Hang students’ visuals around the room. Give students an opportunity to walk around and see their peers’ work.

(5 mins)

Tying It All Together:

Ask students what stands out to them about the different images? What do they have in common? How are they different? Do you agree that people at all levels can be leaders? Can you think of a time when you led even though you weren't the official leader?

(5 mins)

Practice Outside of the Classroom:

- Look for opportunities in your own life where you can “lead up” or “lead horizontally.” Challenge yourself to take advantage of these opportunities.

What Worked and What I Would Do Differently:

Though students seemed initially puzzled by the assignment of creating a visual representation of the levels of leadership, they got into the project and came up with creative ideas, using everything from snowmen, ice cream sundaes, sharpie pens, pyramids, and cartoon characters to represent leading at all levels.

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