

Materials Needed: Large sheets of paper, markers, "sticky"

Put Up Slide of Today's Topic.

1. Prayer. (Ask for requests; have a volunteer offer prayer)
2. Review.
 - A. Divide Students into two different groups.
 - B. Distribute Handouts and large sheets of paper.
 - C. Group A: As a group, draft a plan for a workshop or institute on a topic you believe is needed by a school you know well. Include in your plan objectives, activities, materials, personnel, and means of evaluation.
 - D. Group B: As a group, draft a plan for a conference on a topic you believe is needed by a school you know well, Include in your plan, objectives, activities, materials, personnel, and means of evaluation.
 - E. Have groups use the handout as a guide for their plans. Tell them that the final product does not have to look like this, but it can be used as a guide.
 - F. Have groups record their plans on the large sheets of paper that have been distributed.
 - G. Have groups choose a spokesperson to share the plan with the entire class. Put plans on board.
3. Living In Groups
 - A. Most of the nation's work is conducted through group interaction.
 1. No less is true of the school; most of the work of the school is carried on through the interaction of the personnel of the school.
 2. Much planning, policy-making, curriculum development, and decision making that affect the individual teacher, all the way from the massive urban high school to the little remote one-room country school, take place in group situations.

- B. A teacher can no longer work completely independently of other teachers as he or she may have done in the days of the little red schoolhouse.
 - 1. A faculty must function as a group, and the success of a school is in large measure determined by the success with which teachers are able to work together.
 - 2. A corollary to this statement is the idea that the success of a supervisor is to a large measure determined by her or his success in helping teachers work together.

- C. Teachers belong to a multitude of groups: (put up slide; read list)
 - 1. All of these groups have certain objectives.
 - 2. Certain variables determine the success of reaching these objectives:
 - a. the quality of leadership in the group;
 - b. the quality of followership in the group;
 - c. the skills of interaction among all members of the group.
 - 3. Groups who are deficient in one or more of these variables will fail to reach their objectives.

- D. Supervisors will spend a great part of their professional careers meeting with groups of teachers in these different groups.
 - 1. Some of the group meetings will be unproductive, yet others will be highly productive.
 - 2. Those groups that are highly productive have members who feel a responsibility for participating, who feel that their ideas are valued by the leader and the other group members, and who feel they have the opportunity to freely express themselves.
 - 3. In other words, the members of highly productive groups feel that their missions are worthwhile.

- 4. The Supervisor As Group Leader. The successful supervisor must demonstrate the capacity to lead others. The effective instructional supervisor must not only possess leadership skills but also be able to nurture leadership in others.
 - A. Think, Pair, Share. Have students think about what their definition of leadership is. Have them pair up with another student and share their ideas. Have the groups share their definitions with the entire class. Discuss.
 - B. Have students brainstorm a list of traits or characteristics of leaders that they feel are important. Discuss.

- 5. Styles of Leadership.

- A. There is really no ready prescribed list of traits or characteristics that guarantee the successful leader.
 - B. It would probably be more beneficial to examine the style or approaches to leadership rather than traits of leaders.
 - C. Jigsaw.
 - 1. Distribute copies of leadership theories and styles to students. (One to each student: Theory X and Theory Y; The Effective Executive; Leaders: The Strategies For Taking Charge; Collegial Leadership)
 - 2. Have students read about the theory or style.
 - 3. Have students identify the proponents and to summarize to the class the meaning of the style or theory.
 - 4. Discuss what class agrees with or disagrees with as each one is presented. How can theory be applied to the school setting?
 - D. Introduce a fifth "In Search of Excellence by Tom Peters.
 - 1. Show video.
 - 2. Have students attempt to find the theory behind Tom Peters as the video is being played. (Show Disney, and if time Stew Leonard.)
 - 3. Discuss, make application to the school setting.
6. End. Even though there are a very large number of leadership theories in existence, they all seem to boil down to two basic styles or approaches. The first style incorporates principles of directive behavior, focus on the needs of the institution, and concern for status. The second style emphasizes nondirective behavior, focuses on the person, and openness of the system.
- A. The supervisor who employs the first style is directive, (that is ordering, prescribing, and telling) task-rather than people-oriented, and concerned about administrative efficiency.
 - B. The supervisor who employs the second approach is nondirective, (that is helping, facilitating, counseling) conscious of interpersonal relations, and concerned about the human dimension of supervision.
 - C. In practice, supervisors must learn to adapt the two styles to their situations. As there is a time to reap and a time to sow, there is a time to exhibit authoritarian behavior and a time to stress human relations skills.