



# What Does It Take to Be the Boss?

## LESSON DURATION

45 minutes

## ESSENTIAL QUESTION

What characteristics make a boss effective?

## LESSON OBJECTIVE

I can define effective and ineffective attributes of an individual in a position of leadership.



### Lesson Snapshot

#### Introduction 5 MINS

- Introduce the importance of effective leadership

#### Model, Practice, and Apply 30–45 MINS

- Read and discuss attributes
- Sort attributes by effectiveness
- Write to identify personal leadership qualities

#### Wrap-up and Assessment 2–5 MINS

- Identify attributes to work toward attaining

## 21<sup>ST</sup> CENTURY LEARNING COMPETENCIES

### Life and Career Skills

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

### Learning and Innovation Skills

- Critical Thinking
- Creativity
- Collaboration
- Communication

## MATERIALS

- *Common Attributes of Bosses*
- *Job Posting; Cover Letter*
- *Assessment Rubric*
- Pencils and copy paper

## ESSENTIAL VOCABULARY

**Director**  
**Community Clinic**  
**Community Service**  
**Organization**  
**Characteristics**  
**Attributes**

## EDUCATOR PREP

- Print all student resources.
- Review the lesson materials prior to beginning the lesson.

### Common Core State Anchor Standards

#### Craft & Structure

CCSS.ELA-LITERACY.CCRA.R.4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

#### Vocabulary Acquisition and Use

CCSS.ELA-LITERACY.CCRA.L.6

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

#### Production and Distribution of Writing

CCSS.ELA-LITERACY.CCRA.W.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

## INTRODUCTION (5 mins)

-  **Say:** *Congratulations! Each of you are about to become the boss through our new program Read to Lead. You've just been hired as \_\_\_\_\_ (fill in the blank depending on which game your students will play):*
  1. *The Director of Common Ground Community Center (Community in Crisis)*
  2. *The Medical Director of Be Well Family Clinic (Vital Signs)*
  3. *The Editor-in-Chief of the Daily Byte (After the Storm)**Let's watch this video to find out what you are going to do as the boss in Read to Lead:*  [Learn about Read to Lead](#)
-  **Say:** *Effective leadership starts at the top. In order for things to run smoothly, staff must have a single person they can rely on for answers to difficult questions and situations. Being a good boss is about more than being liked by the staff. It's about having the necessary skills to guide, lead, and inspire the staff to do their best work as well. Today we're going to think about the characteristics of a good boss.*
-  **Ask:** *What are some leadership positions you've taken on in your own life? (Examples: sport captain, group leader, student government, line leader, babysitting job, etc.) What qualities or characteristics did you need to have in order to do your job well?*

### Tech Tip

Show students the following video clip as an introduction to the attributes of effective leadership.



## MODEL (10-15 mins)

- Pass out student copies of lesson worksheet, *Common Attributes of Bosses*. As you read the list aloud, spend 1–2 minutes discussing each attribute and its definition.
- |   |  |
|---|--|
|  <b>Agreeable</b> An agreeable boss will do anything to keep the staff happy.  |  <b>Competitive</b> A competitive boss pits members of the staff against each other in order to gain an edge. |
|  <b>Available</b> An available boss is open to hearing staff concerns.   |  <b>Micromanaging</b> A boss who micromanages handles every detail him- or herself.                           |
|  <b>Badgering</b> A boss who badgers asks staff repeatedly if work tasks are done yet.                                     |  <b>Decisive</b> A decisive boss is able to make well thought-out decisions and stick by them.                |
|  <b>Communicator</b> A boss who is a communicator is able to speak freely and easily with staff members and the community. |  <b>Equitable</b> An equitable boss strives for fairness in dealing with staff.                               |
|  <b>Data Driven</b> A data driven boss relies only on numbers (such as financial) to determine success.                    |  <b>Trustworthy</b> A trustworthy boss is honest in dealings with staff and the public.                       |

**Note:** Color coding is shown here for your assistance in identifying positive and negative attributes. At this stage in the lesson, present each attribute without making any judgements as to which are positive and which are negative.

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## PRACTICE (10 mins)

- Have students reread the list of attributes. Then, students will work together to place a plus sign next to the positive attributes and a minus sign next to the negative attributes.
- After students have had time to work together, ask the whole group to give a thumbs up (positive attribute) or a thumbs down (negative attribute) as you read through the list of attributes. When you notice the group is not in agreement, call on students with different opinions to explain their answer.
-  **Ask:** *Is the attribute positive or negative? Why?*
  - Sample student answer: Being agreeable is a negative attribute, because an effective leader can't be too worried about whether or not everyone likes him or her. An effective leader has to keep feelings out of the way and focus on the work.
  - Sample student answer: I think being agreeable is a positive attribute because staff need to feel like they can go to their leader with any question or problem.

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## APPLY (10-15 mins)

- Tell students that they will now imagine that they've been asked to submit a cover letter defining their qualifications for the position of the director. Begin by passing out or displaying a copy of the assessment rubric for student review. Read each section of the rubric to students to define the elements you will be assessing in student writing.
- Pass out copies of the lesson worksheets, Job Posting and Cover Letter. Have students read the job posting for the position of director as you read it aloud.
- Next explain to students that many job applications for positions of leadership require a cover letter in which the applicant must give examples of his or her leadership skills in the workplace.
-  **Say:** *A cover letter is a way to briefly tell someone about your accomplishments and your qualifications for a job or position. Your cover letter will have three paragraphs. In the first paragraph, you will introduce yourself and explain why you are applying for the position of director. In the second paragraph, you will identify two attributes you have that make you an effective leader. Be sure you give examples of these attributes in your life. In the third paragraph, you will thank the person to whom you are writing for considering your qualifications for the position.*
- Tell students to begin by reviewing the list of effective leadership attributes and choosing two to be used in personal examples. Then tell students to write sentences about themselves using these words and giving examples of how they exemplify them.

### Tech Tip



Visit the EdSurge online jobs board to show your students actual job postings for positions of leadership. To locate, navigate to the job postings and search for "Director." Then click one of the available postings to view.

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## APPLY (continued)

### Support



Students with low self-esteem may need additional support in identifying positive skills within themselves. For students who experience difficulty, pull a small group to discuss ways students help at home and in the community, such as helping with housework, helping with the care of younger siblings, choosing to be fair and/or honest, arriving on time for school, or being responsible for belongings, for example.

### Tech Tip



Visit the following web site for links to nine additional videos about effective leadership:

### ● Sample student cover letter (body):

*My name is Jaquin, and I am applying for the position of Director of the Port Douglas Community Clinic.*

*I will be a good choice for your clinic because I am very decisive. People often ask me to help them with making difficult decisions. I am also very trustworthy. When I once found money on the ground, I turned it in instead of keeping it. This shows that I will be an effective leader by making the right choice even when no one knows about it.*

*Thank you for the opportunity to apply for this position. I hope that you find my positive attributes a good fit for your community's needs. I look forward to speaking with you soon.*

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## WRAP-UP AND ASSESSMENT (2–5 mins)

- Allow students to share their writing by inviting students to read their cover letters aloud and/or posting student cover letters in the classroom.
- Have students work with a partner to choose two effective leadership attributes from their T-charts and brainstorm ways they can begin to grow these skills in their everyday lives.
- Have students fill in the exit slip at the bottom of the *Common Attributes of Bosses* worksheet.



## COMMON ATTRIBUTES OF BOSSES

### What Does It Take to Be the Boss?

#### AGREEABLE

An agreeable boss will do anything to keep the staff happy.

#### AVAILABLE

An available boss is open to hearing staff concerns.

#### BADGERING

A boss who badgers asks staff repeatedly if work tasks are done yet.

#### DATA DRIVEN

A data driven boss relies only on numbers (such as financial) to determine success.

#### COMMUNICATOR

A boss who is a communicator is able to speak freely and easily with staff members.

#### COMPETITIVE

A competitive boss pits members of his or her staff against each other in order to gain an edge.

#### MICROMANAGING

A boss who micromanages handles every detail him- or herself.

#### EQUITABLE

An equitable boss strives for fairness in dealing with staff.

#### DECISIVE

A decisive boss is able to make well thought-out decisions and stick by them.

#### TRUSTWORTHY

A trustworthy boss is honest in dealings with staff and the public.

### EXIT SLIP

I choose these two effective leadership attributes to work toward gaining:

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These are the steps I can take toward attaining these attributes in my life:

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READ TO LEAD



## JOB POSTING

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### What Does It Take to Be the Boss?

#### DIRECTOR

We are looking for a decisive, trustworthy communicator to serve as our director of \_\_\_\_\_.

Individuals must be available, equitable, and ready to serve the public of our great city. Interested applicants should submit a cover letter to the hiring committee, detailing examples of effective leadership skills. We look forward to reading your submissions.

ON-THE-JOB TRAINING





## ASSESSMENT RUBRIC

### What Does It Take to Be the Boss?

#### COVER LETTER RUBRIC

	4	3	2	1
<b>Ideas/Content</b>	Student provides 2 strong, compelling examples in written response.	Student provides 1 strong, compelling example and 1 adequate example in written response.	Student provides 2 adequate examples in written response.	Student provides only 1 or no examples in written response, or examples provided are off-topic.
<b>Organization</b>	Writing follows a logical sequence and is well structured.	Writing follows a relevant sequence and structure.	Writing lacks a concrete sequence or structure.  Writing is a bit confusing.	Writing lacks evidence of sequence or structure.  Writing is difficult to follow.
<b>Sentence Fluency</b>	Sentences flow easily throughout the writing.  Sentences are varied in length and complexity.	Sentences flow fairly easily throughout the writing.  Sentence structures are somewhat varied.	Fragments, run-ons, and confusing sentence structures are evident.  Variety of sentence structure is limited.	Sentences are incomplete and/or difficult to read.
<b>Conventions</b>	Writing is flawless in areas of spelling, grammar, capitalization, punctuation, and paragraph indentation.	Writing shows command of spelling, grammar, capitalization, punctuation, and paragraph indenting, although some errors are present.	Writing shows frequent errors in spelling, grammar, capitalization, punctuation, and paragraph indentation.	Writing shows severe errors in spelling, grammar, capitalization, punctuation, and paragraph indentation.

ON-THE-JOB TRAINING