

Leadership Talk Show, Part 1

SUBMITTED BY: Kathryn McGinn

SUBJECT(S): Career Development

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

≡ OVERVIEW:

This is the first lesson of a three-part mini-unit. In this lesson, students will work in groups to read about particular leaders. Students will identify the leaders' positive and negative attributes, as well as their successes and failures and infer advice that their particular leader would pass on to aspiring leaders.

≡ RELATED ARTICLES:

- [“Thoughtful Approach: Developing a Questioning Mind and Spirit”](#)
- [“Mountain Guides Teach Us About Leadership”](#)
- [“Leadership Lessons from the Thailand Cave Rescue”](#)
- [“How an Online Expedition to Saturn Builds Better Leaders”](#)
- [“Educator Toolkit: The Chief Executive Officer”](#)
- [“Educator Toolkit: Leadership in the Age of Activism”](#)
- [“Educator Toolkit: Leadership and Resilience”](#)
- [“Educator Toolkit: Effective Communications”](#)
- [“Career Insight: The First Woman to Coach in the NFL on Teamwork and the Power of Relationships”](#)
- [“5 Leadership Lessons from Israeli Model Titi Aynaw”](#)

Common Core Standard(s):

- ELA CCR Writing 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- 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 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- 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.

Objectives/Purposes:

- Students will read/interpret different articles.
- Students will work constructively in groups.
- Students will analyze successes and failures of a variety of business leaders.

Knowledge@Wharton Articles:

- “Lasting Leadership: Lessons from the 25 Most Influential Business People of Our Times”
- “AmEx’s Ken Chenault Talks about Leadership, Integrity and the Credit Card Business”
- “Memo to Al Dunlap: You’re Fired!”
- “The Bob Johnson Factor: How the BET Founder Is Building an Empire”

Other Resources/Materials:

- Article Reading Guide (see [Handout A](#))

Activities:

1. Explain that over the next three lessons, students will be working in groups to study particular leaders and share what they learn about their assigned leaders with the rest of the class. For today, students will work in four different groups, and each group will focus on a different article. Break students into four groups:

- Group 1: “Lasting Leadership...”
- Group 2: “AmEx’s...”
- Group 3: “Memo to Al Dunlap...”
- Group 4: “The Bob Johnson Factor...”

(Note: it’s okay if some groups are smaller than others if the class doesn’t evenly divide into four, but make sure group 1 is not smaller than any of the other groups; this matters for the next lesson)

(5 mins)

2. In groups, students read their different articles. When they are done, groups complete the Article Reading Guide together. Group 1 has its own reading guide, Groups 2-4 utilize the same reading guide (See [Handout A](#)). Walk around the room to assist students as they work on their reading guides.

(30 mins)

3. As class nears the end, have each group pick 3 interesting facts to share with the class. Go around the room and let each group share.

(5 mins)

Tying It All Together:

Ask students what stood out most about their reading today. Do they admire the leaders they read about? Why/why not? Tell the students tomorrow they will work in different groups, drawing on the work that they did today.

(5 mins)

Practice Outside of the Classroom:

Use the Internet to find more information about the leader(s) you learned about today. Take notes and bring those notes to class, because whatever information you find will be useful tomorrow.

What Worked and What I Would Do Differently:

The articles are all different lengths, and some students finished their reading a lot sooner than other students. It might be useful to have *all* students read “Lasting Leadership” (which is probably the longest), and then divide the class into groups of three to read the remaining articles.

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