**What Makes a Good**

**Leader?**

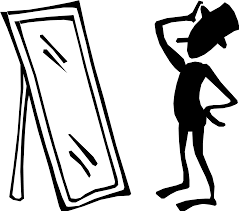
**Preamble**

Over the past couple of weeks, we have been exploring the idea of good leadership and coming to an understanding of the qualities that a good leader possesses. Think to yourself, “Self, do these leaders demonstrate…

character over charisma,

substance over style,

collaboration over competition?”



The role of a creative leader is not to have all the ideas; it's to create a culture where everyone can have ideas and feel that they're valued. Ken Robinson

**Assignment**

By yourself, in pairs, or in groups up to four people, demonstrate the qualities that you believe a good leader must possess to succeed. What skills do they need in their ‘tool box’ and what makes them able to create the positive energy needed for ideas to be turned into reality and for people who work with them to feel the ‘good mojo’ of the vision?

You have two classes to complete this assignment. To be successful you must do the following:

1. Research an outstanding leader and ‘figure out’ why you think they are outstanding
2. Highlight the qualities/value systems/approaches of the leader that are so successful
3. Demonstrate your learning in poster, written form, slam poetry, dance, skit, poetry, mixed media art, you tube video, musicly. Other? See me with proposal.
4. Present your learning to the class.

**Assessment /20**

You will be assessed as follows: Teacher assessment and self-assessment.

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| CATEGORY | 4 | 3 | 2 | 1 |
| **Enthusiasm** | Facial expressions and body language generate a strong interest and enthusiasm about the topic in others. | Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others. | Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked. | Very little use of facial expressions or body language. Did not generate much interest in topic being presented. |
| **Preparedness** | Student is completely prepared and has obviously rehearsed. | Student seems pretty prepared but might have needed a couple more rehearsals. | The student is somewhat prepared, but it is clear that rehearsal was lacking. | Student does not seem at all prepared to present. |
| **Content** | Shows a full understanding of the topic. | Shows a good understanding of the topic. | Shows a good understanding of parts of the topic. | Does not seem to understand the topic very well. |
| **Collaboration with Peers**  (If working individually, see below)  **Individual Work**  (If working in a group, see above) | Almost always listens to, shares with, and supports the efforts of others in the group. Tries to keep people working well together.  Always uses time wisely, positively interacts well with others when necessary. | Usually listens to, shares with, and supports the efforts of others in the group. Does not cause \"waves\" in the group.  Usually uses time wisely, positively interacts well with others when necessary. | Often listens to, shares with, and supports the efforts of others in the group but sometimes is not a good team member.  Often uses time wisely, positively interacts well with others when necessary. | Rarely listens to, shares with, and supports the efforts of others in the group. Often is not a good team member.  Rarely uses time wisely, positively interacts well with others when necessary. |
| Research | Group/ind. researched the subject and integrated 3 or more "tidbits" from their research into their presentation | Group/ind. researched the subject and integrated 2 or more "tidbits" from their research into their presentation | Group/ind. researched the subject and integrated 1 or more "tidbits" from their research into their presentation | Group/ind. Did little/no research for their presentation |
|  |  |  |  |  |