


Activity name	How to become a powerful leader (a learner-oriented lecture)
Activity goal	The aim of the course is to introduce students to the issues related to understanding what the role of a leader is in the organization (company, institution) and familiarizing them with the tasks of a leader, types of leadership, and the characteristics of an effective leader. The classes consist of two parts – an interactive lecture and a survey to allow students to reflect on their own leadership skills.
Key words	Leader's tasks, models of leadership, basics of sources of power and influence.
Time limit	45 minutes
Target group	High school students participating in entrepreneurship classes. It is recommended that the classes are taught for second-grade students who have already had initial courses in the basics of entrepreneurship.
Objectives and tools	The lesson guide includes didactic materials consisting of a PowerPoint presentation and a worksheet for students which will help them figure out their own leadership skills.
Annotation	Due to the extensive theoretical part, the lesson should be carried out in the form of 90-minute classes. If the teacher decides to complete the topic in 45 minutes, the theoretical part should be shortened.
Methodology 	<ol style="list-style-type: none"> 1. Introduction The introductory part should begin with a discussion on how students understand the notion of a 'leader'. They are asked to deliver free associations with the word leader and in colloquial (general) use and in the business context. During this discussion, one of the students outlines a mental map of the concept of 'leader' on a blackboard by using colored cards (online tools can also be used here as well). Afterward, students discuss the meaning of the notion of a 'leader' as well as 'leadership' in the context of entrepreneurship. 2. An effective leader and types of leadership In this part of the lecture, the role and qualities of an effective leader, as well as the types of leadership are introduced and discussed with the help of a PowerPoint presentation. Before introducing the new information, the teacher refers to the student's prior knowledge (conscious and unconscious) by encouraging them to express their opinion about the qualities of an effective leader (e.g., they use sentences starting with "In my opinion..."). Due to reaching out to the knowledge and experience of students, new information will be effectively anchored in their consciousness.

Theory



Examples



3. A task

Students solve a practical task consisting in assessing their own leadership skills in the worksheet. They are asked to recall a situation in which they themselves were supposed to manage a group of colleagues and to reflect on their behavior (e.g., what kind of strategy they used, and whether that situation was challenging or not for them). In case of difficulties (e.g., students cannot recall such a situation, the teacher makes up a situation and asks them to reflect on how they possible would behave to solve it). After the exercise, the students discuss its effects in groups and then among the whole group in the classroom.

The theoretical part of the course has been divided into five parts: 1) Introduction – defining the notion of “leader” and “leadership” in a general sense and in the context of entrepreneurship (i.e. in a company or organization). 2) Overview of the leader's basic tasks. 3) Overview of types of leadership (leadership styles). 4) Overview of the types that characterize the personality of the leader. 5) Discussion on the characteristics of an effective leader. The knowledge contained in the theoretical part is a necessary introduction to the issues related to managing a team of people in the context of the personality of people in leadership positions, the nature of the task, conditions related to the type of organization and the environment resulting from cultural conditions.

In the practical part, students fill in the questionnaire in the worksheet, compiled on the basis of the subject bibliography. After completing the survey, they discuss in groups which leadership skills they have identified, and reflect on what they need to learn to be an effective leader. At the end of the class, they share their insights with the class.

References

1. Armstrong M., 2000, How to Manage People: Fast, Effective Management Skills That Really Get Results. London and Philadelphia
2. Armstrong M., 2005, Armstrong's Handbook of Management and Leadership. A guide to managing for results. 2nd edition. London and Philadelphia.
3. Adair J., 1973, The Action Centred Leader. London.