

## Leadership Behaviors

**Course**  
*Principles of  
Health Science*

**Unit VI**  
*Personal  
Qualities of a  
Healthcare  
Worker*

**Essential  
Question**  
*What leadership  
behaviors do I  
already exhibit?*

**TEKS**  
*130.201.3A,B*

**Prior Student  
Learning**  
*None*

**Estimated time**  
*1-2 hours*

### **Rationale**

Quality healthcare is dependent upon teamwork and leadership.

### **Objectives**

Upon completion of this lesson, the student will be able to

- Work as a team member and analyze various leadership styles

### **Engage**

Brainstorm the term "leader," as well as the meaning of "to lead," and compose a class list.

### **Key Points**

#### **Power point – Leadership Behavior**

- I. Leadership can be defined as deliberately causing people-driven actions in a planned fashion, for the purpose of accomplishing the leader's agenda.
- II. Leadership Behaviors
  - A. INITIATOR – one, or ones, who get the group started
  - B. INTREPRETOR – one, or ones, who clarify or explain other members' ideas
  - C. ANALYZER – one, or ones, who give critical analysis of ideas
  - D. HARMONIZER – one, or ones, who try to reduce tension and differences between group members
  - E. ENCOURAGER – one, or ones, who have a friendly attitude toward members and encourage acceptance of members' ideas
  - F. BLOCKER – one, or ones, who always oppose ideas of the group members
  - G. DOMINEERING – one, or ones, who try to manipulate the group
  - H. CLOWN – one, or ones, who always make jokes and have a great time, but do not always add to the productivity of the group
  - I. ASSERTIVE – one, or ones, that keep the group on task, keep things rolling smoothly, and watch the clock
  - J. AGRESSIVE- one, or ones, who verbally attack others
- III. A true leader will utilize all the leadership skills.

**Activity**

- I. Complete the Leadership Skills Activity utilizing the **Activity Guidelines**.
- II. Write a reflective paper on leadership behaviors and using those behaviors in a team setting.
- III. Analyze personal leadership skills in another situation.

**Assessment**  
**Writing Rubric****Materials**

A bag or box for every group. Each bag or box should contain the same articles. Some examples:

Paperclips, construction paper, rubber bands, Q-tips, Popsicle sticks, disposable tips from an otoscope or from an electronic thermometer, cotton balls, disposable gloves, Styrofoam cups

Groups will also need:

Glue

Staples

Tape

Scissors

A copy of:

**Recorder Instruction Sheet**

**Leadership Skills Score Sheet**

**Team Guidelines**

**Accommodations for Learning Differences**

For reinforcement, students will locate an article illustrating desirable leadership qualities, and list the qualities found.

For enrichment, research a health care "hero" from the past and discuss the qualities and characteristics that made them a leader.

**National and State Education Standards**

National Health Science Cluster Standards

HLC07.01 Leadership and Teamwork

Health care workers will understand the roles and responsibilities of individual members as a part of a team.

**TEKS**

130.202(c)(3)A identify traits of a leader; and

**130.202(c)(3)B demonstrate leadership skills, characteristics, and responsibilities of leaders such as goal setting and team building.**

**Texas College and Career Readiness Standards**

**Listening:**

**B.3. Listen actively and effectively in a group discussion**

**Cross-Disciplinary Standards**

**Reasoning:**

**B.1. Consider arguments and conclusions of self and others.**

**E.2. Work collaboratively.**

## Recorder Instructions

Use the observation sheet to record the behaviors you see demonstrated by the members of your group. First write the names of each member on a line; then place a little tally mark in the box each time you see the person demonstrate the behavior. You will be looking for the following 10 behaviors (remain silent and do not participate in the activity until the group has presented their invention, at which time you will reveal to each member of the team the leadership skills that they demonstrated during the activity):

**INITIATOR**- one, or ones, who get the group started

**INTREPRETOR** – one, or ones, who clarify or explain the other members' ideas

**ANALYZER** – one, or ones, who gives critical analysis of the ideas

**HARMONIZER** – one, or ones, who try to reduce tension and differences between group members

**ENCOURAGER** – one, or ones, who have a friendly attitude toward members and encourage acceptance of members' ideas

**BLOCKER** – one, or ones, who always oppose the ideas of group members

**DOMINEERING** – one, or ones, who try to manipulate the group

**CLOWN** – one, or ones, who always make jokes and have a great time, but do not always add to the productivity of the group

**ASSERTIVE** – one, or ones, that keep the group on task, keep things rolling smoothly, and watch the clock

**AGRESSIVE** – one, or ones, who verbally attack others

# Leadership Skills Score Sheet

Name	Initiator	Analyzer	Harmonizer	Blocker	Domineering	Clown	Assertive	Aggressive	Encourager	Interpreter
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										

# Activity Guidelines

## Teacher Instructions

Groups of 5-7 students will work together to construct a "Futuristic Ambulance" as a team. Choose a recorder for each group. The recorder will observe the group for leadership behaviors using the **Recorder Instruction Sheet** and the **Leadership Skills Score Sheet**. At the end of the given time period, spend time taking the entire class through the leadership behaviors that the recorder was instructed to look for during the activity (you may want to show the Leadership Behavior Power Point). Point out the similarities of the activity to a real-life crisis in the medical field: for example, working against the clock, working with different personalities to get a certain job done, or possibly working with a group of professionals in their own area who do not know each other or have never had the opportunity to work together before. Then have the recorder reveal the behaviors demonstrated by each member of the group. Record both positives and negatives. Discuss with students how the negative traits can be modeled to a more positive behavior, such as changing the blocker into more of an analyzer. You may want to change ambulance to doctor, hospital, wheelchair...etc

If time allows, have the students present their individual group leadership behaviors as they present their project. You may also have the class vote on the best "Futuristic Ambulance".

## Group Instructions

1. Utilizing only the provided supplies, create a futuristic ambulance.
2. Work together as a group.
3. Use part of everything provided.
4. There is a 20-minute time limit to complete the task. Present the invention to the class.