



## Unit: Understanding Leadership

### Skill 1: Defining Leadership

#### Activity B: First You Lead Yourself

#### Activity Skills:

Small group interaction; listening and discussion.

#### Leadership Skills:

Understanding the concepts of self-awareness and strength of character.

#### Suggested Level:

Beginning

#### Time:

20-30 minutes

#### Supplies needed:

- List of leaders.
- News articles about current leaders (optional).

#### Do Ahead:

N/A

#### Source:

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#### BACKGROUND:

Introduce the group to the idea of self-knowledge and self-control. In order to lead others, you first need to know yourself and be in control of your own life.

As we think about famous leaders, where do they stand in terms of knowing themselves? Controlling themselves?

#### WHAT TO DO:

Break into small groups of 3-5 people for discussion, or conduct as one large group. Give each group a list of famous leaders to prompt their session. Then ask the group to take 10-12 minutes to work through several questions with regard to the leaders –

- 1) What is character? What does it mean to have “strength of character?”
- 2) Would you define this leader (choose a particular name from list) as having a good character? Why?
- 3) How do people improve their character?
- 4) What do you do to know yourself better? To improve your ability to be in control of your own life?

#### TALK IT OVER:

##### *Reflect:*

- How did your group define character?
- How would you describe the character of leaders that you know directly?
- Can you think of circumstances where leaders didn’t show good “character?”

##### *Apply:*

- What kinds of things can you do to improve yourself and strengthen your character?
- Would you do these things only to become a better leader, or for other reasons?
- Next time you are thinking about leaders, how would this exercise change your perceptions?

#### BEYOND THE BOX:

##### *Optional Homework:*

Have individuals pick a leader from the news that has gained attention

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**Notes:**

due to their strength or lack of character. Have each student write a paragraph of how the leader either exemplified strong character, or – if the leader didn't show good character – how the student would have handled the circumstances differently if applying the "good character" standard.

***Resources And Web Links:***