

Managing Oneself

SUBMITTED BY: Kathryn McGinn

SUBJECT(S): Career Development

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

≡ OVERVIEW:

Students will read and analyze an article about qualities of good leaders. Students will come up with their own list of leadership qualities and explain why they chose those qualities.

≡ NBEA STANDARD(S):

- Career Development, I. Self-Awareness

≡ RELATED ARTICLES:

- “Roadtrip! A Year of Brand Building and Self Discovery Inside the Wienermobile”
- “Professional Athlete Stephanie McCaffrey Pursues Business in Her Life After Soccer”
- “Great Leaders Recognize and Value the Power of Emotions”

Common Core Standard(s):

- 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 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

- 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.
- ELA CCR Speaking and Listening 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Objectives/Purposes:

- Students will read/analyze a text.
- Students will creatively present their ideas about leadership.

Knowledge@Wharton Article:

- [“Leading from within Means Learning to Manage Your Ego and Emotions”](#)

Other Resources/Materials:

- Emotional Intelligence Competencies ([Handout A](#))

Activities:

1. Hand out “Leading from Within...” Read the first four paragraphs together as a class. Stop and ask students how Sigal Barsdale defines emotional intelligence:

- The capacity to think intelligently about one's emotions
- The capacity to have our emotions help us learn to think more intelligently

Ask students what they think Barsdale means by these statements. How would students define emotional intelligence in their own words? (5 mins)

2. Have students read the rest of the article independently. Assign each student a leader on whom to focus when they are reading (have students count off by threes: Group 1: Barry Rosenstein, Group 2: Lynda Barness, Group 3: Barry Rabner). For each leader,

students should take notes on how that leader manages his/her emotions and what type of atmosphere he/she creates in his/her company. (10 mins)

3. When students finish reading, have each group share about their leaders. Responses may vary, but try to address key points below:

Leader	Manages Emotions	Company Atmosphere
Group 1: Barry Rosenstein	<ul style="list-style-type: none"> • Keeps balanced mental state by practicing yoga (both during and after work) • Does not allow emotions to be influenced by the money he makes or loses • “Placid” environment where people work as a team • No staff turnover in three years 	
Group 2: Lynda Barness	<ul style="list-style-type: none"> • Knows her strengths and weaknesses and plays to her strengths • Views her employees as members of her family • Acknowledges weaknesses and works to overcome them • Company as extended family • Values good communication 	

<p>Group 3: Barry Rabner</p>	<ul style="list-style-type: none"> • Tries to gather input from a variety of people instead of making decisions unilaterally • Act rationally even in stressful situations • Doesn't take himself too seriously as CEO – relies on his family to keep him grounded • Built around a shared vision 	
------------------------------	---	--

(5 mins)

4. Hand out packet about Emotional Intelligence Competencies (Handout A) (provided for free from the site <http://www.businessballs.com/eq.htm> with permission of Daniel Goleman on behalf of the Consortium for Research on Emotional Intelligence)

Divide students into five groups, and assign each group one portion of Emotional Intelligence to explore:

- Group 1: Self-Awareness
- Group 2: Self-Regulation
- Group 3: Self-Motivation
- Group 4: Social Awareness
- Group 5: Social Skills

Each group should read their respective portion in the packet and pick one criterion that they find most interesting/relevant/important. For example, Self-Awareness includes the following criteria: emotional awareness, accurate self-assessment, and self-confidence: students should pick one of these criteria on which to focus.

As a group, students should discuss their chosen criterion and do the following:

- Describe the criterion in their own words.
- Consider when they have exhibited the qualities listed and share these examples with each other.
- Think of a leader who embodies these qualities and explain how/why.

(10 mins)

5. Each group should report out key points from their discussions. (10 mins)

Tying It All Together:

Ask students how important they think emotional intelligence is for leaders. Is emotional intelligence a quality they would have ascribed to leaders before reading these articles? Why/why not? What steps can students take to become more emotionally intelligent? (5 mins)

Practice Outside of the Classroom:

- Research Emotional Intelligence. Daniel Goleman has a lot of information on the Internet, including a blog, that relates to emotional intelligence and the workplace.
- Have students read the Wharton Global Youth Program article "[American Express Embraces Privilege and Purpose](#)," an essay about a high school student's trip to the American Express headquarters where she learned, in part, the value of emotional intelligence in the workplace.

What I Would Do Differently:

Emotional intelligence is a huge topic and could span many lessons, but this article and handout provided a nice overview/introduction for students. Students enjoyed thinking about how they have exhibited emotional intelligence, and they were most engaged in the lesson when discussing examples from their own lives.