*Civics Career Academy Support Lesson*

**Introduction into Effective Public Leadership**

What is an effective public servant? How do public servants best use their skills and talents to serve the public?

*A Short Activity for Civics Career Academy Course ‘Public Service Leadership'*

***Course***

**Public Service Leadership**

***Benchmark***

G.K12.5.2: Identify leadership traits and qualities as they appear in different individuals and situations.

G.K12.5.2.1a: Identify characteristics that empower an individual to be a proficient, creative problem solver.

G.K12.5.2.2a: Identify in individuals the qualities of empathy and sensitivity to the ideas of others.

SS.912.CG.2.2: Explain the importance of political and civic participation to the success of the United States’ constitutional republic.

***Course Unit*UNIT 2: WHAT ARE THE TRAITS AND QUALITIES OF AN EFFECTIVE PUBLIC SERVANT?**

***Lesson Foci***

Identify and describe traits and qualities of an effective public servant (e.g., demonstrating creative problem solving, empathy and sensitivity to others, promoting multiple perspectives, displaying flexibility, celebrating self-advocacy, recognizing the role that weaknesses can present as an avenue for change).

***Activity Documents, Materials, and Handouts***

* **Leadership Principles Jigsaw Worksheet**
* [**Article: “The Leadership Principles of Dr. Martin Luther King, Jr. and Their Relevance to Surgery” by Brunicardi, Cotton, Cole, and Martinez**](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2569605/pdf/jnma00200-0009.pdf)

***Activity Vocabulary***

| ***Word*** | ***Definition*** |
| --- | --- |
| Communication | imparting or exchanging of information or news |
| Principle | a fundamental truth or proposition that serves as the foundation for a system of belief or behavior or for a chain of reasoning |
| Leadership | the action of leading a group of people or an organization |
| Integrity | the quality of being honest and having strong moral principles |
| Responsibility | the state or fact of having a duty to deal with something or of having control over someone |
| Conflict Resolution | the informal or formal process that two or more parties use to find a peaceful solution to their dispute |
| Intrapersonal Communication | communication with oneself that may include self-talk, acts of imagination and visualization |
| Interpersonal Communication | communication between two or more people, and that involves the exchange of messages, ideas, and information |
| Effective Communication | The process of exchanging ideas, thoughts, opinions, knowledge, and data so that the message is received and understood with clarity and purpose. |
| Civil Rights Movement | A social and political movement of the 1950’s and 1960’s to protest against racial segregation and discrimination in the U.S. |
| Constituency | A body of person living in a specified area; eligible voters living in that area lect a representative to a legislative body. |

***Teacher Note***

This lesson will be most effective if you have already completed a lesson and activity on the different types of leadership strategies and when they are applicable.

This text references leaders such as Mahatma Gandhi, Abraham Lincoln, Frederick Douglass, and the Montgomery bus boycotts. It may be pertinent to review the importance of these leaders. As such, a brief background is provided below.

This lesson is based on a 90-minute block scheduling period, but could easily be split into two 50-minute classes.

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***Lesson Steps***

1. Warm- Up (5 min): Upon the start of class, have students complete a warm-up in which they brainstorm what qualities the most effective leaders need to possess. Some example traits that students can suggest are “good communication skills,” “charisma,” “intelligence,” “good planners,” etc. Leave these traits on the board as you continue through the lesson so that you can touch back on how each of these falls into the larger categories presented in the text.
2. Jigsaw Activity:
	1. Breakout and Instructions (5 min): Break students into six equal groups and pass out the blank graphic organizer. Assign each group a different excerpt from “The Leadership Principles of Dr. Martin Luther King, Jr. (MLK) and Their Relevance to Surgery” to focus on-- each group should have one of the leadership principles: Vision, Effective Communication, Willingness to Learn, Willingness to Lead, Interpersonal Conflict Resolution, and Intrapersonal Conflict Resolution. Explain that each group is going to begin the first step of the activity by filling out only the “Summary” and “Example from the Text” columns at this time. The summary should be a brief description of the main points the article makes about why this is an important trait for leaders to possess. The example from the text section should explain why the example provided fits into their given principle (students should not just name what the example is). The “Why?” is very important for them to be able to utilize their organizer to the fullest extent later in the lesson. The text uses MLK as an example for each section, so students will have him as a potential example at the very least. However, some sections discuss as many as five different examples – students should just select ONE example to focus on, even if there are multiple examples in their section. Conclude the breakout portion of the lesson by answering any questions about expectations.
	2. Reading Time and First Two Sections of Graphic Organizer (20-25 min max): Circle the room and aid students who may be struggling with the text or with completing the graphic organizer. Answer key provided.
	3. Circle Back (20 min): Have students go around in a round-robin format and discuss what their group found. Depending on which would work better for the class, either choose to have one spokesperson per group or have a different student address various aspects of the assignment. Direct students to fill out the blanks in their chart as their classmates speak. By the end of this portion of the lesson, students should have completed columns for “Summary” and “Example from the Text” for all six principles.
	4. Application (10 min): Explain to students that now that they have completed these two columns, they should be able to brainstorm a figure, or figures, in their own life that employ these skills. Students can either use the same person for all six principles, or six different people, but they need to make sure they explain their example and specific situations where leadership has occurred. How does this leader use these skills in civic life? This can either be an individual portion of the lesson, where you ask students to reflect and write silently, or if you believe that your class would do better with a collaborative effort you can do that as well.
3. Class Discussion (15 min): Come back together as a class and have students discuss the questions provided and/or ask questions of their own. The students should guide the direction of the conversation as much as possible, but keep them focused on leadership efficacy and the qualities that contribute to this.
* Class Discussion Questions:
	+ What is leadership?
	+ How has your view of an effective leader changed after learning these different principles?
	+ Can someone be an effective leader without having all of the Leadership Principles?
1. Closing (10 min): Ask the following question to your students: Out of the leadership traits you have discussed today, which one do you think is the most important?

**Enrichment Suggestion** **#1** – Invite a public servant to speak to the class. Have them discuss what effective leadership qualities they use in their everyday career. How do these qualities aid them in serving the public?

**Enrichment Suggestion** **#2** – Direct students to research public leaders currently holding office and instruct them write up a report/speech on how their selected leader highlights effective public leadership, touching on each of the six core leadership qualities.

**Enrichment Suggestion #3** - Pull in the following primary texts from the supplementary “The Leadership Principles of Dr. Martin Luther King, Jr. and Their Relevance to Surgery”: Abraham Lincoln’s “Emancipation Proclamation”, MLKs “I Have a Dream” speech, Gandhi’s “Satyagraha” principles, excerpts from Jo Ann Gibson Robinson’s *The Montgomery Bus Boycott* *and the Woman Who Started It.* Direct students to analyze how the various leadership qualities are reflected in the primary texts.

**Teacher Background Information**

**Background Information on the Civil Rights Movement:**

The Civil Rights Movement that occurred in the 1950s and 1960s was a widespread attempt to secure equality for African Americans after centuries of oppression, discrimination, and brutal treatment. The desegregation of the military and the Supreme Court’s decision that segregated schools were unconstitutional in the *Brown v. Board of Education (1954)* case played a role in the emergence of the Civil Rights Movement. The most important factor in securing greater equality was the strong grassroots activism of African Americans and a number of white people interested in creating a more equal society. Dynamic new leaders emerged and created new groups, including the Southern Christian Leadership Conference (SCLC) and the Student Nonviolent Coordinating Committee (SNCC). They also protested racial inequality through boycotts, sit-ins, and marches. The resulting Civil Rights Act of 1964 made segregation in public places illegal while the Voting Rights Act of 1965 removed voting barriers. The activists of the Civil Rights Movement were often met with violent opposition. Martin Luther King Jr, John Lewis, Roy Wilkins, and Rosa Parks became known leaders during the Civil Rights Movement.

**Mahatma Gandhi and Satyagraha:**

Mahatma Gandhi was an Indian lawyer, social activist, and politician who became the leader of the nationalist movement against the British rule of India. Satyagraha is a concept introduced by Gandhi. Satyagraha is a nonviolent and civil disobedience insight.

**Abraham Lincoln and the Emancipation Proclamation:**

On January 1, 1863, President Abraham Lincoln issued the Emancipation Proclamation. The proclamation declared that “all persons held as slaves” within the Confederacy are to be free. This proclamation did not free slaves in the border states. Freedom for slaves depended on the Union victories. The Emancipation Proclamation also allowed for black men to join the Union Army and Navy.

**Montgomery Bus Boycott:**

The Montgomery Bus Boycott occurred between December 5, 1955, and December 20, 1956. This nonviolent protest proved to be successful in challenging racial segregation. The bus boycott lasted for 13 months ending when the Supreme Court ruled that segregation on public buses was unconstitutional.

**Leadership Principles Jigsaw Worksheet**

| **Principle** | **Summary** | **Example from the Text** | **Your Own Personal Example** |
| --- | --- | --- | --- |
| **Vision** |    |   |   |
| **Effective Communication** |    |   |   |
| **Willingness to Learn** |    |   |   |

**Leadership Principles Jigsaw Worksheet**

| **Principle** | **Summary** | **Example from the Text** | **Your Own Personal Example** |
| --- | --- | --- | --- |
| **Willingness to Lead** |  |  |  |
| **Interpersonal Conflict Resolution** |  |  |  |
| **Intrapersonal Conflict Resolution** |  |  |  |

**Leadership Principles Jigsaw Worksheet Answer Key**

| **Principle** | **Summary** | **Example from the Text** | **Your Own Personal Example** |
| --- | --- | --- | --- |
| **Vision** |  – Leaders need a vision that aligns with and “benefits their constituency”– Even things that seem impossible, can become possible if a leader strives for it– This vision needs to be some form of optimistic plan, while also being something realistic enough to inspire those they lead– This is the first principle because the vision forms the basis for the need for a leader  |  –JFK and “declaring the impossible”: JFK announced to the public that a person would make it to the moon by the end of the decade and this inspired the public to begin working on this vision. This inspiration eventually produced the moon landing and was an effective motivator for scientists and the general public.– MLK and the Civil Rights Movement: MLK’s vision was to fight for equality and achieve the written vision of the founding fathers. He strove for all minority groups to be equal. His vision inspired many.– Mahatma Gandhi and “Satyagraha”: sought a nonviolent approach to change which led to the independence of India.  |   |
| **Effective Communication** | — Effective communication occurs when someone is able to relay information in a way that people can understand easily and relate to. – Effective communication requires practice, even for those who are inherently good at it– Need to “establish trust, listen, discuss, debate, understand, and learn” | -MLK excelled in three forms of communication: linguistic, interpersonal, and intrapersonal. -MLK grew up learning to be an effective communicator. -MLK was able to share his vision through his speeches. Many people were empowered by his speeches. Example: “I Have A Dream” speech-Youngest person to win the Nobel Peace Prize based on his ability to communicate.  |   |
| **Willingness to Learn** | – Many of the people that come to mind when thinking of effective leaders are highly educated in the field they are pursuing– Education leads to a better “understand[ing] of the changing political landscape”– Possessing an education can lead to more dynamic problem-solving techniques |  – MLK’s educational background: MLK was highly educated and a “prolific” writer. He was constantly learning and he penned over 7,000 essays, letters, and manuscripts and 10 books, despite his busy schedule. These writings continue to inspire the public.  |   |

| **Principle** | **Summary** | **Example from the Text** | **Your Own Person Example** |
| --- | --- | --- | --- |
| **Willingness to Lead** |  **–** Many leaders look to previous leaders and their movements for inspiration, however this means they see the potential risks involved with being a leader. – An effective leader has to be able to look past the potential risk and still be eager to lead.–Commitment to a cause leads to greater support from a constituency. |  **–** The Founding Fathers and the Revolutionary War: Despite knowing that if they failed, they would be tried for treason, they persisted. Due to their desire for freedom and their willingness to lead we achieved freedom from England. –Lincoln and the Emancipation Proclamation: Congress did not want Lincoln to write the Emancipation Proclamation, yet still he persisted– MLK and the Civil Rights Movement: Despite seeing many other activists being labeled criminals or attacked, he continued to lead and fight for his vision. |  |
| **Interpersonal Conflict Resolution** | **-**Resolving conflict should always be based on principles with an emphasis on integrity. -Don’t focus on the people in negotiations, focus on the principles of negotiation. -King created the Montgomery Improvement Association as a form of interpersonal conflict resolution. -King created a plan based on setting goals, creating a plan of action, creating new formal alliances involving the people, seeking dialogue, seeking negotiation and innovating. |  **–**Montgomery Bus Boycott– Rosa Parks and MLK: These leaders saw many others being jailed, beaten, and worse, and yet chose to protest courageously, but peacefully. A boycott was a nonviolent approach to a violent time in history, and King even urged continued peace and humility after the success of the movement. His ability to resolve conflict is what made his efforts so successful in the long-term.  |  |
| **Intrapersonal Conflict Resolution** |  **–** Leaders need to be able to mitigate the stress they undergo in their chosen path.– Leaders are consistently attacked verbally, and sometimes physically, and need to understand how to handle these stressors.– Having public support aides in being able to reduce this stress: “honesty, integrity, and loyalty” are crucial.– Between IQ (intelligence quotient), EQ (emotional quotient), and AQ,(adversity quotient the AQ is highly important: the ability to overcome obstacles is the best way to measure someone’s potential success as a leader. |  **-**MLK and the Civil Rights Movement: MLK was put through an attack on his character, his house was bombed, he was arrested, despite speculation that he might leave Alabama, he remained there to continue his fight for equality. He was able to endure through adversity due to high intrapersonal conflict resolution skills.  |  |

**Sources**

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