



DECA DIRECT

SEPTEMBER-OCTOBER 2020
CLASSROOM DISCUSSION GUIDE



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DISCUSSION GUIDE

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PERFORMANCE INDICATORS

- Explain the concept of leadership
- Demonstrate initiative
- Explain the nature of organizational culture
- Explain the nature of ethical leadership
- Model ethical behavior
- Assess personal behavior and values

NAME _____

DATE _____

INFLUENCE WITH INFORMAL LEADERSHIP

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As an informal leader, be on the lookout for opportunities where your chapter could use some additional support and volunteer your unique skill set to make it happen! Make an inventory list of your top five skills, then list at least one way you can use your unique talent to benefit your chapter.

My Top 5 Skills	How I will benefit my chapter...

Take the quiz at decastyles.org to learn more and discover your DECA Leadership Style.

My DECA Leadership Style is...

After you've identified and learned more about your DECA Leadership Style, think about how you can use it to your advantage and areas you need to grow in. List two to three ideas for each column.

Strategies to Maximize My Style	Growth Areas to Work Toward

An average leader often surrounds themselves with other leaders who have a similar style. While easier, more comfortable, and perhaps even more fun in the *short term*, surrounding yourself with leaders just like you can create major issues for you and those who follow you throughout your season of service. By knowing your style, and the styles of others, you can create a more high-performing team

CHALLENGES for teams with the same DECA Leadership Style	ADVANTAGES for teams with diverse DECA Leadership Styles

Use the ethical decision-making process to evaluate the following situations. (Note that step five is not included for these hypothetical situations).

ETHICS CASE STUDY 1

Yesterday, your sister bought a new pair of jeans from the clothing store where you work. When she got home, she cut off the tag and put the jeans on. Unfortunately, they were too small! Now, she wants to return the jeans and get her money back.

According to store policy, customers are not eligible for a cash refund if the tags have already been taken off the items that they are returning. Instead, they can either exchange the items for other merchandise or get store credit. Because the customer is your sister, though, you're thinking of ignoring the rule. You know that she hasn't worn the jeans, and you can easily reattach the tag with the store's pricing gun. In the space below, write what you would do in this situation.

Ethical Decision-Making Process	
STEP 1 Recognize a problem or issue	<i>What is the problem or issue? Is it a social problem or a legal issue? Is it damaging?</i>
STEP 2: Get the facts	<i>What are the known facts? What people or groups will be impacted? What are the possible actions you can take?</i>
STEP 3: Elevate alternative actions	<i>Which option will produce the most good and do the least harm? Which option respects others' rights and dignity? Which option enables deeper understanding or development?</i>
STEP 4: Make the decision	<i>What will you decide to do?</i>

ETHICS CASE STUDY 2

Eric's DECA chapter has organized a coat drive to collect new and gently used winter coats for the homeless. Yesterday, one coat supplier donated several expensive ski jackets that are brand new. Several members of Eric's officer team would like to keep the coats instead of donating them to the needy; they've argued that the coats are a good reward for all of the work they have put in to organize the coat drive. Should Eric let them have the expensive jackets? In the space below, write what you would do in this situation.

Ethical Decision-Making Process	
STEP 1 Recognize a problem or issue	<i>What is the problem or issue? Is it a social problem or a legal issue? Is it damaging?</i>
STEP 2: Get the facts	<i>What are the known facts? What people or groups will be impacted? What are the possible actions you can take?</i>
STEP 3: Elevate alternative actions	<i>Which option will produce the most good and do the least harm? Which option respects others' rights and dignity? Which option enables deeper understanding or development?</i>
STEP 4: Make the decision	<i>What will you decide to do?</i>

Sketch a picture below that represents each of the key concepts related to inclusion.

DIVERSITY	EQUITY	EQUALITY

Think of a time when you felt that you **truly mattered** – a time when who you are or what you did was valued by others. You do not need to disclose the circumstances of the particular event. Please write down the following:

MATTERING	
<p>CUES: What in the interaction let you know you were being valued?</p>	
<p>FEELINGS: How did you feel as a result of this interaction?</p>	
<p>ACTIONS: What were your behaviors or actions that occurred as a result of this interaction?</p>	

Now, think of a time when you felt as if you **did not matter** – a time when who you are or what you did was not valued by others. Sometimes marginalization stems from identity characteristics, such as race, gender, perceived sexual orientation, ability status, age, etc. Sometimes it is influenced by our position within a group. And sometimes it is the result of an interpersonal dynamic. You do not need to disclose the circumstances of the particular event. Please write down the following:

MARGINALIZING	
CUES: What in the interaction let you know you were not being valued?	
FEELINGS: How did you feel as a result of this interaction?	
ACTIONS: What were your behaviors or actions that occurred as a result of this interaction?	

Answer the following questions:

What are some ways we (can) show our peers they matter or are valued?

What are ways we show our peers they are being marginalized or are not valued?

What one action will you commit to show your peers that they matter?

A QUICK GUIDE TO UNDERSTANDING SERVANT LEADERSHIP

Use the below rubric to evaluate your current attitudes and behaviors as they relate to servant leadership. For each statement below, check the appropriate box on the right. Repeat this exercise on a weekly or monthly basis to track your growth over time.

		STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
1	I encourage others to provide me with constructive criticism of my performance so that I can improve.					
2	I seek to enhance my understanding of servant leadership by reading and engaging in conversations.					
3	I try to communicate a positive and welcoming attitude to everyone I meet.					
4	I manage my emotions and consider how my actions and behavior might affect others.					
5	I can see and hear others responding to my leadership in a positive manner.					
6	I lead by example and demonstrate the values and behaviors I want to see in others.					
7	I ensure people have the knowledge, support and resources they need to perform effectively.					
8	I am comfortable with and receptive to receiving feedback from others without hesitation.					
9	I use persuasion and consensus-building – rather than authority – to encourage people to take action.					
10	I work to create an environment in which each person feels understood.					
11	I spend more time thinking about others’ needs than I do about my own needs.					
12	I seek out interactions with people who are different from me so that I can learn more about other people.					
13	I always encourage others to do their best work.					
14	When working as part of a group, I value the contributions of every member.					
15	I gain great satisfaction in knowing I have helped others strive for excellence.					
16	I take responsibility for the actions and performance of my team without placing blame.					
17	I can easily see the positive potential in others.					
18	I often find myself thinking about how I can help people further their goals.					
19	I am always looking for new ways to encourage others to take initiative.					
20	I have the ability to put myself in others’ shoes even when they are very different from me.					
21	When I see people who are struggling, I feel compelled to reach out to them.					
22	Whatever my role or position, it is important that I act from my heart to serve others.					

Reflecting on your servant leadership rubric and what you read in the article, share three specific ways you will practice the ideas of servant leadership this year.

My servant leadership game plan	
1	
2	
3	