



career + technical education

LEADERSHIP FOR ALL

A Guide to Leadership Skills Integration
in CTE Curriculum



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Overview

Leadership skill development for all students is a required, integral part of all Career and Technical Education (CTE) instructional programs. Leadership can be defined as the ability to preside, guide, or manage self, others, activities, or events with responsibility for the final outcome. Integrating leadership skill development into CTE instructional programs enables students to fully utilize the subject matter content they receive. Leadership skills empower each student to assume responsible roles in the family, community, business and industry environments.

The purpose of this document is to provide Career and Technical Educators with a resource to assist them in assuring that leadership skill development is an integral part of every CTE program's curriculum. This document will also provide information on the resources available through Career and Technical Student Organizations (CTSO)s. In the event that the program does not utilize programs and activities provided by a Washington State recognized CTSO, a local district must provide core leadership skill development at a standard equivalent to the CTSOs. The leadership skills listed in this document should not be viewed as an all-inclusive list, but one that provides a basic core of skills common to all program areas that educators can integrate into and build upon in the classroom.

Leadership development has been an integral component of CTE courses in Washington State for decades. The leadership learned in extra and co-curricular activities makes an enormous positive impact on the lives of their students. Leadership activities have long been thought of as one of the items that make CTE courses different (and more valuable) than other courses.

Over the years, most CTE instructors relied on Career and Technical Student Organizations (CTSOs) to deliver Leadership to their students. These organizations are as valuable today as they were in the past and many instructors still use them. We encourage all CTE instructors to consider incorporating a CTSO into their programs if they have not done so already. All CTSOs have excellent leadership resources that any instructor can use regardless of their involvement in the organization.

There are at least two issues concerning leadership that need to be addressed:

1. Many, if not a majority of CTE instructors do not use CTSOs. Many of these teachers do not incorporate any planned leadership activities into their classrooms.
2. Many students in CTSOs take limited advantage of the organization. Some students do little more than just pay the dues.

Because of these and other reasons, OSPI developed the current Leadership Development standards in 2003. These are standards that all students enrolled in CTE classes are expected to learn over the course of a Program of Study. They are meant to be a guide and are not an exhaustive list. These have been broken down into three categories, each with its own standards:

1. Individual Leadership Skills (6 standards)
2. Group Leadership Skills (8 standards)
3. Community Leadership Skills (7 standards)

It is expected that over a student's CTE career they will have learned all of these standards. It is up to each district and instructor to determine where these standards will be learned, how they will be learned and how they will be assessed.

The Leadership for All project, this booklet and future publications, are designed to help the CTE instructor plan and deliver quality leadership skills to all students.

Instruction and Assessment

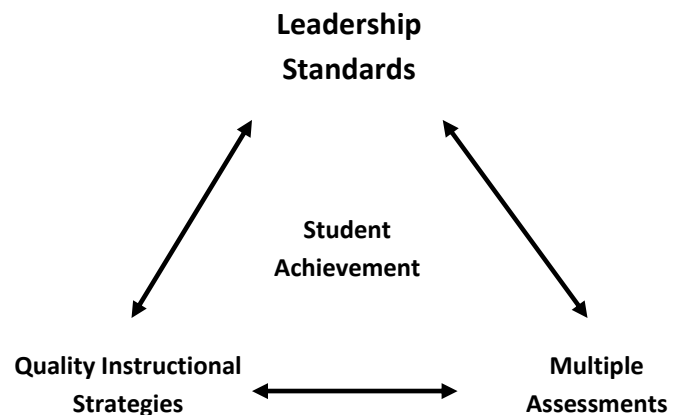
Three of the basic components of CTE pedagogy are the standards, assessment and instructional strategies. Leadership Development instruction is no different. In order to deliver quality instruction to all students, CTE instructor should plan the learning using the appropriate standards and assessment tools.

Standards, or “what are they supposed to learn?": Standards will tell the instructor what the students will need to learn. The leadership standards are very complex and many are written at a very high cognitive level. A close look will tell the instructor how well the student should “know” each standard...should the students just know about something...should they be able to use and apply the information...should the student be able to explain a process, teach other students or organize a presentation? All of these require different assessment types and instructional strategies.

Assessments, or “how do I know that they get it?” Assessments not only provide the instructor with information concerning student progress and proficiency, they can also be used to inform instruction and provide students with performance benchmarks. These include personal communications, performance assessments as well as selected and extended responses. Formative assessments are of great help to both the student and the instructor along the road towards understanding.

Instructional Strategies, or ‘how do I teach it?’ This is a category that CTE instructors excel in...instructional strategies. These include role playing, cooperative learning, direct instruction case studies, and guest teachers, just to name a few.

Part of the Leadership for All’s plan is to develop a repository of best practices. Watch for these sometime in the 2008 – 2009 school year.



About the Standards

Individual Leadership Standards

These six standards provide the foundation for all other leadership standards. They should be taught early in the student’s CTE Program of Study. They should be continually reinforced in all other classes. The sample Individual Leadership lesson ideas in this packet could be taught in any CTE class, however they may have the most impact in an exploratory course.

These are individual skills and need to be taught to each student just as you would instruct any other skill. The student will be responsible to self.

Group Leadership Standards

The eight group standards are designed to help the student to understand the roles of the leader and the follower in a group. Both roles are important to the success of any group.

You may find many of these skills to be ideal in your cooperative learning process. Some of these skills may be better suited to be learned outside of the classroom setting to provide a different context. The student will be responsible to the group.

Community Leadership Standards

There are seven community standards. While some of these skills can be learned in the classroom, most of them will need a community partner to help make the learning come alive for the students. Some of these may be able to be integrated into a senior project. These standards may be best suited for your preparatory students. The student will be responsible to the community.

Washington State Career and Technical Student Organizations

CTSO	Serves	Contact Information
Washington DECA	Any student enrolled in marketing education where there is a chapter can join DECA.	Executive Director: Shanna LaMar Phone: (425) 814-0856 E-mail: Shanna@wadeca.org Website: www.wadeca.org
Washington FBLA	Students preparing for careers in business and business-related fields.	Executive Director: Judy Reynolds Phone: (360) 753.5666 E-mail: judy@wafbla.org Website: www.wafbla.org
Washington FCCLA	Any student enrolled in FACSE where there is a chapter can join FCCLA.	Executive Director: Dr. Debbie Handy, WSU E-mail: fccla@wsu.edu National Website: http://www.fcclainc.org
Washington FFA	Any student enrolled in agricultural education where there is a chapter can join FFA.	Executive Director: TBA Phone: E-mail: execsec@washington.org ; Website: http://www.washingtonffa.org
Washington SkillsUSA	Students who are preparing for careers in technical, skilled and service occupations, including health occupations.	Executive Director: Bruce McBurney Phone: (360) 923-1741 E-mail: bruce.mcburney@skillsusawashington.org Website: http://www.skillsusawashington.org
Washington TSA	Students enrolled in Technology Education classes	Executive Director: Ross Short Phone: (360) 629-1478 E-mail: rshort@washingtontsa.org Website: http://www.washingtontsa.org

State Leadership Standards

Standard	Example
1.1 The student will analyze, refine, and apply decision-making skills through classroom, family, community, and business and industry (work-related) experiences.	<p>The student will:</p> <ul style="list-style-type: none"> • Demonstrate <u>individual</u> decision making skills • Understand and use a decision making process
1.2 The student will identify and analyze the characteristics of family, community, business, and industry leaders.	<p>The student will understand what a good leader is.....</p> <ul style="list-style-type: none"> • Types of Leaders • Describe different leadership situations • Identify personal characteristics that that are desirable in the workplace • Describe different leadership styles
1.3 The student will demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understand how to apply those skills.	<p>The student will:</p> <ul style="list-style-type: none"> • Prepare and give oral presentations to a specified performance level • Use appropriate speaking and listening skills in a variety of situations • Write industry-based communications to specified performance levels • Use electronic tools to effectively communicate • Learn and use the Communications GLEs
1.4 The student will be involved in activities that require applying theory, problem-solving, and using critical and creative thinking skills while understanding outcomes of related decisions.	<p>This is a very complex standard. At first glance the standard appears to ask students to develop something practical out of learned material. However the creative and critical thinking components add a new layer of what must be accomplished. This standard is also asking students to be able to project the consequences of their decisions.</p>
1.5 The student will demonstrate self-advocacy skills by achieving planned, individual goals.	<p>Setting timely personal goals and working towards achieving them. Examples:</p> <ul style="list-style-type: none"> • Goal setting • Time management skills • Self motivation • Short term goals...modify goals
1.6 The student will conduct self in a professional manner in practical career applications, organizational forums, and decision-making bodies.	<p>The student will look, and act the part. Walk the walk and talk the talk. Examples:</p> <ul style="list-style-type: none"> • Job interviews • Individual involvement in a community service activity • Demonstrate business etiquette

Standard 1.1: The student will analyze, refine, and apply decision-making skills through classroom, family, community, and business and industry (work-related) experiences.

What is this standard asking the student to do?

- Demonstrate individual decision making skills.
- Understand and use a decision making process.

Why this is important:

The ability to make decisions is a cornerstone for student success in school, professional and personal circumstances. Good decision making is based on well thought out logic and facts. The personal decisions that students make will ultimately define their lives. Learning how to make effective personal decisions will lead to results that are effective.

Decision making is also a critical thinking and problem solving skill.

Decision making can be used in any area of the student's life. The main criterion is that the student use some sort of decision making process. An example of the process can be as simple as:

1. **Identify** what needs to be decided. If you don't have two or more possible options, there is no decision to be made.
2. **Distinguish** all possible courses of action. This is a brainstorming session, so write down every alternative that comes to mind without stopping to consider the feasibility of each option. Consider seeking additional information from others.
3. **List** the pros and cons of each alternative, considering your own values and priorities (social, economic, personal). Eliminate options that you don't feel comfortable with, are infeasible, or contradict your values and priorities. This process should help you narrow down the list of possibilities.
4. **Analyze** the remaining options. Consider the outcomes of each alternative. It is important to feel comfortable with both the alternative and the outcome.
5. **Choose** and take action. Keep in mind that the resulting solution should solve the dilemma, be satisfying, and not create more problems. Be committed to this solution.
6. **Evaluate** the outcome. Remember that there is a difference between a good decision and a good outcome. Even if you did not reach the anticipated outcome, you quite possibly still made the best decision based on your values and priorities. Decision-making is a lifelong process and taking the time to learn from each outcome will provide you with valuable lessons that can be used the next time around.

Note: There are some very technical decision making models that are available for you to use...Grid Analysis, Paired Comparison, Decision Trees, Cost-Benefit Analysis, and others. A simple search of the Web will take you to examples of these.

What types of Decisions can students make?

The possibilities are endless. Here are some examples:

- Classroom projects
- SAE
- Part-time employment
- Program of Study
- Post secondary options
- Use of free time
- Any budget decision
- Time management

Instructional Strategies:

- Direct Instruction
- Case Studies
- Cooperative Learning
- Student Research

Assessment ideas:

An assessment is simply a tool that shows you that the student can make a decision after you have taught them the process. A few ideas:

- Allow the student to journal their decision making process. Writing will allow students to “show you their thinking”, so you can assist them if they need further help. You may want to use a rubric or simply have the student free write. Either way, let them know how they performed.
- Make or use a pre-existing form to allow the student to show you their decision making thinking. There are many of these on the Web. See <http://www.mindtools.com/>

Resources:

1. <http://www.mindtools.com/> Mind Tools offers free decision making information that you can use in your classroom and organizations.

Your Ideas:



Standard 1.2: The student will identify and analyze the characteristics of family, community, business, and industry leaders.

What is this standard asking the student to do?

The student will understand what a good leader is.

- Types of Leaders
- Describe different leadership situations
- Identify personal characteristics that are desirable in the workplace
- Describe different leadership styles

Why this is important:

Students need to see themselves as leaders. By learning about the characteristics of good leaders and then identifying their own leadership traits, students will see the leader within and be able to improve upon these characteristics.

There are over 365 different lists of Leadership Characteristics available on the internet! Your students should generate a list by themselves. Here is a sample list compiled by the Santa Clara University and the Tom Peters Group:

Traits of a Good Leader

1. **Honesty** - Display sincerity, integrity, and candor in all your actions. Deceptive behavior will not inspire trust.
2. **Competent** - Your actions should be based on reason and moral principles. Do not make decisions based on childlike emotional desires or feelings.
3. **Forward-looking** Set goals and have a vision of the future. The vision must be owned throughout the organization. Effective leaders envision what they want and how to get it. They habitually pick priorities stemming from their basic values.
4. **Inspiring** - Display confidence in all that you do. By showing endurance in mental, physical, and spiritual stamina, you will inspire others to reach for new heights. Take charge when necessary.
5. **Intelligent** - Read, study, and seek challenging assignments.
6. **Fair-minded** - Show fair treatment to all people. Prejudice is the enemy of justice. Display empathy by being sensitive to the feelings, values, interests, and well-being of others.
7. **Broad-minded** - Seek out diversity.
8. **Courageous** - Have the perseverance to accomplish a goal, regardless of the seemingly insurmountable obstacles. Display a confident calmness when under stress.
9. **Straightforward** - Use sound judgment to make good decisions at the right time.
10. **Imaginative** - Make timely and appropriate changes in your thinking, plans, and methods. Show creativity by thinking of new and better goals, ideas, and solutions to problems. Be innovative!

Instructional Strategies:

1. Have the students brainstorm the characteristics of an effective leader. Compare the student list with the one above. By breaking out the characteristics and examining them, your students are actually analyzing. Discuss. Activity 1 below can help with this.
2. Explain how leadership traits apply to many aspects of life, such as economic and political systems, scientific discoveries, mathematical reasoning, and artistic endeavors.
3. Make sure that students understand their traits as well. Use activity 2 below.
4. Examine leadership styles using the activity 3 listed below.

There are three very straight forward activities that are located on the next few pages.

Activity 1: Comparing World Leaders

Activity 2: Recognizing Leadership Qualities in Yourself

Activity 3: Examining Leadership Styles

Resources:

1. Commonwealth of Virginia, Board of Education. CTE Leadership Activities
2. <http://www.mindtools.com/> Mind Tools offers free decision making information that you can use in your classroom and organizations.

Activity 1: Comparing World Leaders

Students will learn that different leadership styles are effective in different venues and at different times.

Steps To Complete the Activity

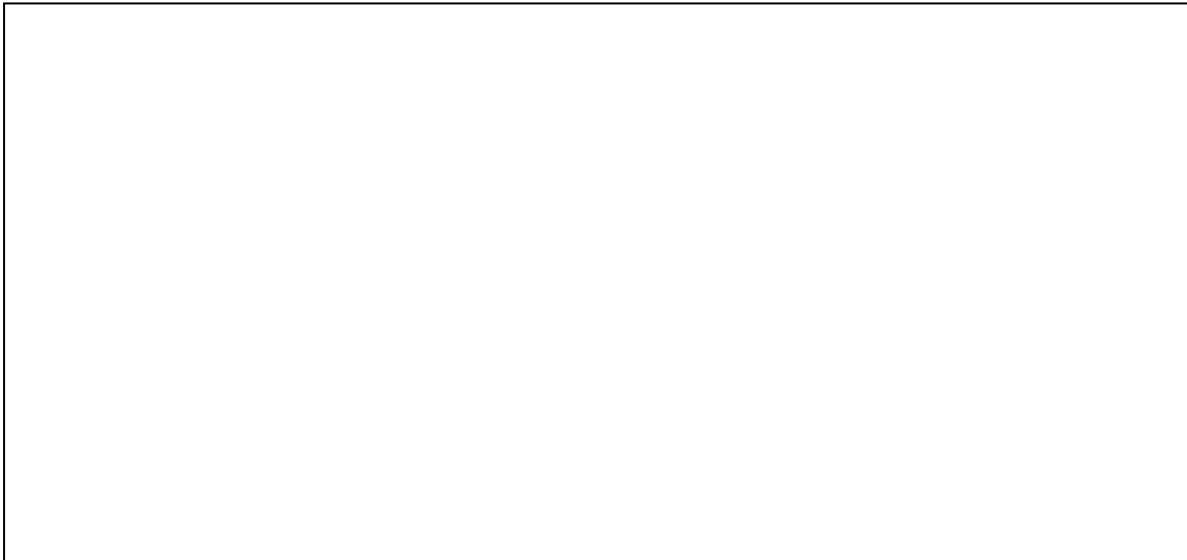
Have students

- Compare and contrast leaders in history (e.g., Andrew Jackson and Abraham Lincoln, Grant and Lee, Alexander the Great and Ghengis Khan, Martin Luther King, Jr. and Gandhi or any other leaders).
- Discuss the strengths and weaknesses of these pairs in terms of their leadership styles and effectiveness.
- Brainstorm the influence and importance of effective followers in the selection of world leaders.
- Discuss the effect of environment and opportunity in a leader’s rise to power.
- Debate questions about the best style of government from the perspective of these leaders.
- Create a poster, write a paper, conduct an interview with "the leader," or any other activity which reflects the students’ understanding of the character or leader.

Resources

Resources may include student’s texts, the Internet, research materials in the school library and neighborhood libraries.

Teacher’s Notes



Activity 2: Recognizing Leadership Qualities in Yourself

The purpose of this activity is for the students to discover their own leadership qualities. By examining past situations, the students should be able to discover new leadership potential within themselves.

Steps To Complete the Activity

Have students

- List ways they have been a leader in the school, the community, the church, the family, or other situations.
- Circle the roles they liked best.
- Write an explanation of why they liked the roles best and why they did not like other roles.
- In small groups analyze each other's strengths and weaknesses.
- At the end write a short essay explaining ways to build on their strengths and limit their weaknesses as a leader. They should also consider future leadership roles in their lives.

Resources

Resources may include other people, personal diaries, or journals.

Teacher's Notes



Activity 3: Examining Leadership Styles

By taking a look at successful leaders throughout history, the students will learn about different styles of leadership and how the styles influence the leader’s success.

Steps To Complete the Activity

(This activity can be done by one student, in pairs, or in small groups.)

Have students

- Choose a leader to study.
- Conduct research on the leader to determine his or her successes and failures. Also identify the leader’s style of leadership.
- Present research to the class.
- Create a poster displaying the selected leader’s style of leadership.

Discussion

At the conclusion of the oral presentations, students should discuss the differences among the leadership styles of the leaders presented to the class. Which styles are most successful? Why? Which styles are least successful? Why?

Resources

Students may consult newspapers, textbooks, the Internet, and libraries.

Teacher’s Notes



Standard 1.3: The student will demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understand how to apply those skills.

What is this standard asking the student to do?

Perhaps some of the following the following... as appropriate for the class:

oral	interpersonal	written	and electronic communication and presentation skills
<ul style="list-style-type: none"> • Use appropriate speaking and listening skills in a variety of situations 	<ul style="list-style-type: none"> • Human Relations • Conflict Management 	<ul style="list-style-type: none"> • Letters • Memos • Requests • Applications • Resumes • Research papers • Avoiding plagiarism 	<ul style="list-style-type: none"> • Phone • PowerPoint types of presentations • Email and other Web related communications

Note: Many of the above are Writing and Communications GLE related.

Why this is important:

People in organizations typically spend over 75% of their time in an interpersonal situation; thus it is no surprise to find that at the root of a large number of organizational problems is poor communications. Effective communication is an essential component of organizational success whether it is at the interpersonal, intergroup, intragroup, organizational, or external levels.

How can this be accomplished?

First, study the technical standards in your curriculum frameworks. Determine which standards are related to Communications and Writing. Concentrate on helping your students learn and use those standards.

Second, with the assistance of your department members and perhaps advisory committees, develop a priority list of other communications skills. Develop a sequence for implementation.

Assessment ideas:

Most of these can be assessed as you would any classroom assignment. There are sample rubrics for writing and presentations located in the Appendix.

Resources:

<http://www.khake.com/page66.html> Communications Skills Toolkit

Standard 1.4: The student will be involved in activities that require applying theory, problem-solving, and using critical and creative thinking skills while understanding outcomes of related decisions.

What is this standard asking the student to do?

This is a very complex standard. At first glance the standard appears to ask students to develop something practical out of learned material. However the creative and critical thinking components add a new layer of what must be accomplished. This standard is asking students to be able to project the outcomes of their decisions.

- **Critical thinking** involves logical thinking and reasoning including skills such as comparison, classification, sequencing, cause/effect, patterning, webbing, analogies, deductive and inductive reasoning, forecasting, planning, hypothesizing, and critiquing.
- **Creative thinking** involves creating something new or original. It involves the skills of flexibility, originality, fluency, elaboration, brainstorming, modification, imagery, associative thinking, attribute listing, metaphorical thinking, and forced relationships.
- Understanding the **outcomes of a decision** will involve the student “forecasting” the consequences of their choices. This can lead to better decisions by understanding unintended outcomes that may occur.

Why this is important:

All actions, decisions, and judgments spring from assumptions - if they are unchecked or inappropriate, we will make poor decisions and wrong judgments. In personal relationships we learn to keep our lines of communications open-we avoid uncritically reproducing patterns of the modeled interactions we learned from our parental interaction. In the workplace we avoid stagnation and atrophy and are willing to challenge the current paradigms which are uncritically accepted and may have come down in the workplace from a time and thinking which is no longer relevant to our current reality. *“Tools for Improving Your Creative Thinking”*

How can this be accomplished?

- Case Studies
- Taking on real world problems and understanding the outcomes
- This is a natural extension of Decision Making

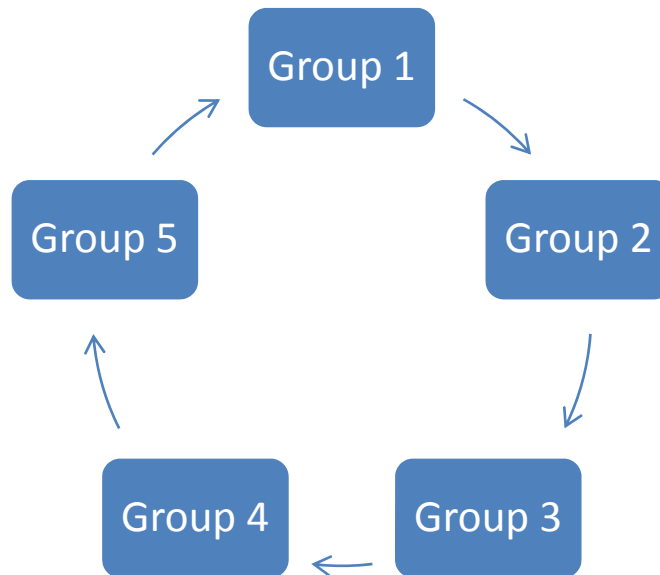
Instructional Idea:

This activity will allow your students to understand how complex a seemingly simply decision can be, and that there may be unintended consequences.

1. Put students in groups. Give your students a problem/opportunity that they will need to analyze in order to solve. Something like “Should the driving age be raised”
2. Allow the students to develop their schedules using their best thinking. Have them present their results to the class. Discuss.
3. Ask the groups to re-think their schedules by looking at the new schedule through the eyes of a non-student. Assign them roles as teachers, administrators, coaches, custodians, bus drivers, parents, employers.... This is the creative thinking part...allowing the students to look at

situations through different lenses. Have the students report how the new schedule differed from the original, and why.

4. When the groups are done with their schedules:
 - a. Instruct them to write one consequence of their new schedule on a sheet of paper. These can be positive or negative.
 - b. Each group should pass their paper on to the group on their right.
 - c. Each group then “forecasts” an additional consequence of the previous consequence
 - d. Repeat until all groups have “forecasted” the additional consequences.
 - e. Allow groups to discuss and revise based on this new information.



Standard 1.5: The student will demonstrate self-advocacy skills by achieving planned, individual goals.

What is this standard asking the student to do?

Setting timely personal goals and working towards achieving them.

Why this is important:

Self-advocacy skills are important for everyone. Self-advocacy is simply acting on your own behalf without using another person to negotiate outcomes. These skills are valuable in both the school and the workforce. Sounds simple! In fact, self-advocating can be quite intimidating mostly due to a lack of confidence, uncertainty about how to progress a negotiation and sometimes a power imbalance between the parties involved in the negotiations.

By setting sharp, clearly defined goals, students can measure and take pride in the achievement of those goals. They can see forward progress in what might previously have seemed a pointless grind. By setting goals, they will also raise their self-confidence, as they recognize their ability and competence in achieving the goals that they have set.

How can this be accomplished?

Setting timely goals and working towards achieving them. To start, help the student to understand realistic goals that are doable. There is a great article from Mind Tools located on the next few pages. Use this as a reading assignment to start the process.

Assessment Ideas:

1. Reflection journals work for this activity. Have the student journal on how well they achieved their goals, what they learned and what they would do differently.

Personal Goal Setting

Mind Tools

Goal setting is a powerful process for thinking about your ideal future, and for motivating yourself to turn this vision of the future into reality.

The process of setting goals helps you choose where you want to go in life. By knowing precisely what you want to achieve, you know where you have to concentrate your efforts. You'll also quickly spot the distractions that would otherwise lure you from your course.

More than this, properly-set goals can be incredibly motivating, and as you get into the habit of setting and achieving goals, you'll find that your self-confidence builds fast.

Achieving More with Focus

Goal setting techniques are used by top-level athletes, successful business-people and achievers in all fields. They give you long-term vision and short-term motivation. They focus your acquisition of knowledge and help you to organize your time and your resources so that you can make the very most of your life.

By setting sharp, clearly defined goals, you can measure and take pride in the achievement of those goals. You can see forward progress in what might previously have seemed a long pointless grind. By setting goals, you will also raise your self-confidence, as you recognize your ability and competence in achieving the goals that you have set.

Starting to Set Personal Goals

Goals are set on a number of different levels: First you create your "big picture" of what you want to do with your life, and what large-scale goals you want to achieve. Second, you break these down into the smaller and smaller targets that you must hit so that you reach your lifetime goals. Finally, once you have your plan, you start working to achieve it.

We start this process with your Lifetime Goals, and work down to the things you can do today to start moving towards them.

Your Lifetime Goals

The first step in setting personal goals is to consider what you want to achieve in your lifetime (or at least, by a time at least, say, 10 years in the future) as setting Lifetime Goals gives you the overall perspective that shapes all other aspects of your decision making.

To give a broad, balanced coverage of all important areas in your life, try to set goals in some of these categories (or in categories of your own, where these are important to you):

- *Artistic:*
Do you want to achieve any artistic goals? If so, what?
- *Attitude:*
Is any part of your mindset holding you back? Is there any part of the way that you behave that upsets you? If so, set a goal to improve your behavior or find a solution to the problem.
- *Career:*
What level do you want to reach in your career?
- *Education:*
Is there any knowledge you want to acquire in particular? What information and skills will you need to achieve other goals?
- *Family:*
Do you want to be a parent? If so, how are you going to be a good parent? How do you want to be seen by a partner or by members of your extended family?
- *Financial:*
How much do you want to earn by what stage?
- *Physical:*
Are there any athletic goals you want to achieve, or do you want good health deep into old age? What steps are you going to take to achieve this?
- *Pleasure:*
How do you want to enjoy yourself? - You should ensure that some of your life is for you!
- *Public Service:*
Do you want to make the world a better place? If so, how?

Spend some time brainstorming these, and then select one goal in each category that best reflects what you want to do. Then consider trimming again so that you have a small number of really significant goals on which you can focus.

As you do this, make sure that the goals that you have set are ones that you genuinely want to achieve, not ones that your parents, family, or employers might want (if you have a partner, you probably want to consider what he or she wants, however make sure you also remain true to yourself!)

Starting to Achieve Your Lifetime Goals

Once you have set your lifetime goals, set a 25 year plan of smaller goals that you should complete if you are to reach your lifetime plan. Then set a 5 year plan, 1 year plan, 6 month plan, and 1 month plan of progressively smaller goals that you should reach to achieve your lifetime goals. Each of these should be based on the previous plan.

Then create a [daily to-do list](#) of things that you should do today to work towards your lifetime goals. At an early stage these goals may be to read books and gather information on the achievement of your goals. This will help you to improve the quality and realism of your goal setting.

Finally review your plans, and make sure that they fit the way in which you want to live your life.

Staying on Course

Once you have decided your first set of plans, keep the process going by reviewing and updating your to-do list on a daily basis. Periodically review the longer term plans, and modify them to reflect your changing priorities and experience.

Goal Setting Tips

The following broad guidelines will help you to set effective goals:

- *State each goal as a positive statement:* Express your goals positively - 'Execute this technique well' is a much better goal than 'Don't make this stupid mistake.'
- *Be precise:* Set a precise goal, putting in dates, times and amounts so that you can measure achievement. If you do this, you will know exactly when you have achieved the goal, and can take complete satisfaction from having achieved it.
- *Set priorities:* When you have several goals, give each a priority. This helps you to avoid feeling overwhelmed by too many goals, and helps to direct your attention to the most important ones.
- *Write goals down:* This crystallizes them and gives them more force.
- *Keep operational goals small:* Keep the low-level goals you are working towards small and achievable. If a goal is too large, then it can seem that you are not making progress towards it. Keeping goals small and incremental gives more opportunities for reward. Derive today's goals from larger ones.
- *Set performance goals, not outcome goals:* You should take care to set goals over which you have as much control as possible. There is nothing more dispiriting than failing to achieve a personal goal for reasons beyond your control. In business, these could be bad business environments or unexpected effects of government policy. In sport, for example, these reasons could include poor judging, bad weather, injury, or just plain bad luck. If you base your goals on

personal performance, then you can keep control over the achievement of your goals and draw satisfaction from them.

- *Set realistic goals:* It is important to set goals that you can achieve. All sorts of people (employers, parents, media, society) can set unrealistic goals for you. They will often do this in ignorance of your own desires and ambitions. Alternatively you may set goals that are too high, because you may not appreciate either the obstacles in the way, or understand quite how much skill you need to develop to achieve a particular level of performance.

SMART Goals:

A useful way of making goals more powerful is to use the SMART mnemonic. While there are plenty of variants, SMART usually stands for:

- **S** Specific
- **M** Measurable
- **A** Attainable
- **R** Relevant
- **T** Time-bound

For example, instead of having “to sail around the world” as a goal, it is more powerful to say “To have completed my trip around the world by December 31, 2015.” Obviously, this will only be attainable if a lot of preparation has been completed beforehand!

Achieving Goals

When you have achieved a goal, take the time to enjoy the satisfaction of having done so. Absorb the implications of the goal achievement, and observe the progress you have made towards other goals. If the goal was a significant one, reward yourself appropriately. All of this helps you build the [self-confidence](#) you deserve!

With the experience of having achieved this goal, review the rest of your goal plans:

- If you achieved the goal too easily, make your next goals harder
- If the goal took a dispiriting length of time to achieve, make the next goals a little easier
- If you learned something that would lead you to change other goals, do so
- If you noticed a deficit in your skills despite achieving the goal, decide whether to set goals to fix this.

Failure to meet goals does not matter much, as long as you learn from it. Feed lessons learned back into your goal setting program.

Remember too that your goals will change as you get older. Adjust them regularly to reflect growth in your knowledge and experience, and if goals do not hold any attraction any longer, then let them go.

Key Points:

Goal setting is an important method of:

- Deciding what is important for you to achieve in your life;
- Separating what is important from what is irrelevant, or a distraction;
- Motivating yourself; and
- Building your self-confidence, based on successful achievement of goals.

If you don't already set goals, do so, starting now. As you make this technique part of your life, you'll find your career accelerating, and you'll wonder how you did without it!

Standard 1.6: The student will conduct self in a professional manner in practical career applications, organizational forums, and decision-making bodies.

What is this standard asking the student to do?

The student will look, and act the part. Walk the walk and talk the talk.

- Job interviews
- Working with community members
- CTSO and ASB functions

Why this is important:

Professionalism is expected in every career and industry. It is a foundational prerequisite in any social, business or governmental organization.

How can this be accomplished?

From the Book, "Professionalism Is for Everybody" -- the five keys to being a professional:

1. **Character**
The Professional Choice, Integrity and Trust, Honesty, Truthfulness, Forthrightness, Trustworthiness, Being Responsible and Accountable, Being Diligent, Doing What Is Right, and Projecting a Professional Image
2. **Attitude**
The Professional Approach, Adopting a Serving Mentality, Seeking Responsibility, Determination, and Being a Team Player
3. **Excellence**
Pressing for Excellence, Continual Improvement, Being Attentive, and Following Instructions
4. **Competency**
Expertise, Performance, Personal Effectiveness, and Being a Good Communicator
5. **Conduct**
Professional Maturity, Manners Matter, Loyalty, Respect, Confidences and Confidentiality, and A Touch of Class

Use the above as a prompt for class discussions.

Group Leadership Standards

The eight group standards are designed to help the student to understand the roles of the leader and the follower in a group. Both roles are important to the success of any group.

You may find many of these skills to be ideal in your cooperative learning process. Some of these skills may be better suited to be learned outside of the classroom setting to provide a different context. The student will be responsible to the group.

Standard	Example
2.1 The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals.	The student will be an active team member involved in team decision making.
2.2 The student will demonstrate knowledge of conflict resolution and challenge management.	Understand and apply conflict resolution skills
2.3 The student will analyze the complex responsibilities of the leader and follower and demonstrate the ability to both lead and follow.	The student will learn about and demonstrate how to be a leader and a non-leading team member in a group.
2.4 The student will demonstrate skills that assist in understanding and accepting responsibility to family, community, and business and industry.	The student learns about and accepts responsibility
2.5 The student will demonstrate a working knowledge of parliamentary procedure.	<p>The student will be able to run a meeting</p> <ul style="list-style-type: none"> • The student will be able to run a meeting • Observe and critique a meeting • Demonstrate business meeting skills
2.6 The student will use knowledge, build interest, guide and influence decisions, organize efforts, and involve members of a group to assure that a pre-planned group activity is completed.	The student will lead or co-lead an activity from idea inception until completion
2.7 The student will demonstrate the ability to train others to understand the established rules and expectations, rationale, and consequences and to follow those rules and expectations.	<ol style="list-style-type: none"> 1. To understand the established rules and expectations, rationale, and consequences and to follow those rules and expectations as they relate to the group or organization. 2. Train another in the above rules and norms.
2.8 The student will demonstrate the ability to incorporate and utilize the principles of group dynamics in a variety of settings.	Learn and use the principles of group dynamics to make the group more effective and efficient.

Standard 2.1: The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals.

What is this standard asking the student to do?

- The student will be an active team member.
- Team decision making.

Why this is important:

Being a functioning member of a team may be one of the most valuable skills for workers in any environment. Good team members hold positions longer, are promoted more and generally build a better resume.

Instructional Strategies:

- Have student read “Ten Qualities of a Team Player” located on the next few pages. There is also a matching assessment you can use for you or students to rate themselves, others or the whole team.
- Use a rating form such as “Building Quality Teams” on page 29. Use this form to have member rate themselves, others and the entire team. Using the results, students can set goals to improve in these areas.

Resources:

2. <http://erc.msh.org/quality/itoview2.cfm> Good management site.
3. <http://www.mindtools.com/> Mind Tools offers free decision making information that you can use in your classroom and organizations.
4. <http://www.leadershipskills-teambuilding-professionals.com/> Good leadership site with many resources.
5. <http://ezinearticles.com/?Building-Peak-Performance-Teams&id=334756> Article you can use on team building.

Ten Qualities of an Effective Team Player

Adapted From: ***Managing Teams for Dummies***

If you had the opportunity to start a new team and select anyone from your organization to be on it, who would you pick? Assuming that people have the right technical skills for the work to be done, what other factors would you use to select your team members?

Teams need strong team players to perform well. But what defines such people? Read on.

Demonstrates reliability

You can count on a reliable team member who gets work done and does his fair share to work hard and meet commitments. He or she follows through on assignments. Consistency is key. You can count on him or her to deliver good performance all the time, not just some of the time.

Communicates constructively

Teams need people who speak up and express their thoughts and ideas clearly, directly, honestly, and with respect for others and for the work of the team. That's what it means to communicate constructively. Such a team member does not shy away from making a point but makes it in the best way possible — in a positive, confident, and respectful manner.

Listens actively

Good listeners are essential for teams to function effectively. Teams need team players who can absorb, understand, and consider ideas and points of view from other people without debating and arguing every point. Such a team member also can receive criticism without reacting defensively. Most important, for effective communication and problem solving, team members need the discipline to listen first and speak second so that meaningful dialogue results.

Functions as an active participant

Good team players are active participants. They come prepared for team meetings and listen and speak up in discussions. They're fully engaged in the work of the team and do not sit passively on the sidelines.

Team members who function as active participants take the initiative to help make things happen, and they volunteer for assignments. Their whole approach is can-do: "What contribution can I make to help the team achieve success?"

Shares openly and willingly

Good team players share. They're willing to share information, knowledge, and experience. They take the initiative to keep other team members informed.

Much of the communication within teams takes place informally. Beyond discussion at organized meetings, team members need to feel comfortable talking with one another and passing along

important news and information day-to-day. Good team players are active in this informal sharing. They keep other team members in the loop with information and expertise that helps get the job done and prevents surprises.

Cooperates and pitches in to help

Cooperation is the act of working *with* others and acting together to accomplish a job. Effective team players work this way by second nature. Good team players, despite differences they may have with other team members concerning style and perspective, figure out ways to work together to solve problems and get work done. They respond to requests for assistance and take the initiative to offer help.

Exhibits flexibility

Teams often deal with changing conditions — and often create changes themselves. Good team players roll with the punches; they adapt to ever-changing situations. They don't complain or get stressed out because something new is being tried or some new direction is being set.

In addition, a flexible team member can consider different points of views and compromise when needed. He or she doesn't hold rigidly to a point of view and argue it to death, especially when the team needs to move forward to make a decision or get something done. Strong team players are firm in their thoughts yet open to what others have to offer — flexibility at its best.

Works as a problem-solver

Teams, of course, deal with problems. Sometimes, it appears, that's the whole reason why a team is created — to address problems. Good team players are willing to deal with all kinds of problems in a solutions-oriented manner. They're problem-solvers, not problem-dwellers, problem-blamers, or problem-avoiders. They don't simply rehash a problem the way problem-dwellers do. They don't look for others to fault, as the blamers do. And they don't put off dealing with issues, the way avoiders do.

Team players get problems out in the open for discussion and then collaborate with others to find solutions and form action plans.

Treats others in a respectful and supportive manner

Team players treat fellow team members with courtesy and consideration — not just some of the time but consistently. In addition, they show understanding and the appropriate support of other team members to help get the job done. They don't place conditions on when they'll provide assistance, when they'll choose to listen, and when they'll share information. Good team players also have a sense of humor and know how to have fun (and all teams can use a bit of both), but they don't have fun at someone else's expense. Quite simply, effective team players deal with other people in a professional manner.

Shows commitment to the team

Strong team players care about their work, the team, and the team's work. They show up every day with this care and commitment up front. They want to give a good effort, and they want other team members to do the same.

Team players who show commitment don't come in any particular style or personality. They don't need to be rah-rah, cheerleader types. In fact, they may even be soft-spoken, but they aren't passive. They care about what the team is doing and they contribute to its success — without needing a push.

Team players with commitment look beyond their own piece of the work and care about the team's overall work. In the end, their commitment is about winning — not in the sports sense of beating your opponent but about seeing the team succeed and knowing they have contributed to this success.

Winning as a team is one of the great motivators of employee performance. Good team players have and show this motivation.

Ten Qualities of an Effective Team Player Assessment Form

NAME _____

Demonstrates reliability 4 3 2 1

Comments:

Communicates constructively 4 3 2 1

Comments:

Listens actively 4 3 2 1

Comments:

Functions as an active participant 4 3 2 1

Comments:

Shares openly and willingly 4 3 2 1

Comments:

Cooperates and pitches in to help 4 3 2 1

Comments:

Exhibits flexibility 4 3 2 1

Comments:

Works as a problem-solver 4 3 2 1

Comments:

Treats others in a respectful and supportive manner 4 3 2 1

Comments:

Shows commitment to the team 4 3 2 1

Comments:

Building Quality Teams

Each team member is being asked to rate three of his or her teammates in order to clarify relationships within the team. A composite description can be drawn from the results.

Following is a list of generally desirable traits, on which you are asked to rate the person.

Name of Person with whom you are providing feedback: _____

- Self
- Team Member
- Team

Personal Contribution

- | | | | | |
|---|---|---|---|---|
| 1. Communicates openly with the team | 4 | 3 | 2 | 1 |
| 2. Tells other team members what they need to know | 4 | 3 | 2 | 1 |
| 3. Is willing to change opinion in the face of new evidence | 4 | 3 | 2 | 1 |
| 4. Is open to new ideas and methods | 4 | 3 | 2 | 1 |
| 5. Says so when he or she needs something from the team | 4 | 3 | 2 | 1 |
| 6. Lets the team know where he or she stands | 4 | 3 | 2 | 1 |
| 7. Is free with praise of others on team | 4 | 3 | 2 | 1 |
| 8. Encourages other team members | 4 | 3 | 2 | 1 |
| 9. Puts team welfare above personal considerations | 4 | 3 | 2 | 1 |
| 10. Is willing to do more than is required | 4 | 3 | 2 | 1 |

Interpersonal Contribution

- | | | | | |
|--|---|---|---|---|
| 11. Requests input from others | 4 | 3 | 2 | 1 |
| 12. Is available to contribute in his or her area of expertise | 4 | 3 | 2 | 1 |
| 13. Listens to other team members | 4 | 3 | 2 | 1 |
| 14. Gives as much value to other team members' skills as to his or her own | 4 | 3 | 2 | 1 |
| 15. Is willing to compromise in order to accomplish tasks and solve problems | 4 | 3 | 2 | 1 |
| 16. Gives evidence of understanding others' viewpoints | 4 | 3 | 2 | 1 |
| 17. Contributes to other team members' success | 4 | 3 | 2 | 1 |
| 18. Can accept a setback gracefully | 4 | 3 | 2 | 1 |
| 19. Gets people together to discuss differences | 4 | 3 | 2 | 1 |
| 20. Helps get the right people together to do a job | 4 | 3 | 2 | 1 |

Task Contribution

21. Accepts responsibility for his or her area	4	3	2	1
22. Completes his or her part of tasks that involve other team members	4	3	2	1
23. Performs his or her function conscientiously	4	3	2	1
24. on improving his or her job skills	4	3	2	1
25. Makes observable effort to improve his or her skills	4	3	2	1
26. Seeks excellence in his or her task accomplishments	4	3	2	1
27. Stays with the job until it's done	4	3	2	1
28. Follows up on ideas, projects, programs	4	3	2	1
29. Grasps new ideas quickly	4	3	2	1
30. Identifies areas of team weakness and gives feedback to the team	4	3	2	1

Standard 2.2: The student will demonstrate knowledge of conflict resolution and challenge management.

What is this standard asking the student to do?

Understand and apply conflict resolution skills.

Why this is important:

Whenever a group or organization needs to make a choice, differences may provide challenges or opportunities. One difficulty is the possibility that differences will result in increased contention. Leaders may have to act as mediators and arbitrators from time to time. The advantage of mediation is maintaining responsibility for problem solving and conflict resolution at the level of those who own the challenge.

Successful Conflict Management leads to:

- Increased understanding: The discussion needed to resolve conflict expands people's awareness of the situation, giving them an insight into how they can achieve their own goals without undermining those of other people;
- Increased group cohesion: When conflict is resolved effectively, team members can develop stronger mutual respect, and a renewed faith in their ability to work together; and
- Improved self-knowledge: Conflict pushes individuals to examine their goals in close detail, helping them understand the things that are most important to them, sharpening their focus, and enhancing their effectiveness

Conflict resolution aims to create a win-win situation for everyone involved. By shifting attention away from those involved and onto the problem, creative problem solving can happen.

- Conflict resolution skills empower, prepare and support students and staff to deal successfully with conflict situations at school, at home and in later life. The range of skills includes listening, negotiation, assertiveness, problem solving and reflecting.
- Conflict resolution skills can be taught on an individual basis. More effectively they can be introduced, developed and reinforced as ongoing components of the all-curriculum areas. A critically focused curriculum, which is informed by understandings of the role of power in relationships, can expand opportunities for all groups to explore their personal and social needs within a climate of respect and valuing of difference.

Note: This is a wonderful time to bring in concepts of diversity and working with different cultures.

Instructional Strategies:

Instruct students in conflict management using some of the resources listed below. Have them read articles, perform case studies and practice these skills.

Resources:

1. <http://www.cnr.berkeley.edu/ucce50/ag-labor/7labor/13.htm> Very good conflict resolution article with some usable resources. This site has some reading materials that can be used for case studies.
2. <http://www.crnhq.org/pages.php?pid=10> Conflict Resolution Network. Good site with free training materials.
3. http://www.helpguide.org/mental/eq8_conflict_resolution.htm. This site offers many resources on conflict management in personal relationships.

4. http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/15/30/db.pdf. This is an old (1989) article but provides some excellent reading material for high school students.
5. <http://oregonstate.edu/dept/eli/eisen-eli/diversity.html> Oregon State site about teaching diversity. Very good resources.

Note: Your school may have Peer Mediation materials that will be useful to you and the students.

Standard 2.3: The student will analyze the complex responsibilities of the leader and follower and demonstrate the ability to both lead and follow.

What is this standard asking the student to do?

The student will learn about and demonstrate how to be a leader and a non-leading team member in a group.

Why this is important:

The sooner we recognize and accept our powerful position as followers, the sooner we can fully develop responsible, synergistic relationships in our organizations.

Instructional Strategies:

- Read and discuss the reading on the next page, *Responsibilities of the Follower*.
- Some places where your students can practice being Leaders and Followers:
 - Cooperative instructional teams
 - Whole class discussions
 - Club/Chapter events
 - Classroom projects
 - Athletic teams
 - Youth groups
 - ASB and other school related groups
 - Classroom assignments...clean-up, collecting assignments.....

Resources:

1. <http://hbswk.hbs.edu/item/5960.html> Good follower article from the Harvard School of Business. This short article is followed by comments from many professionals. Very thought provoking and a great discussion starter.
2. <http://www.adrianwalsh.com.au/followership.htm> Very good follower site. Include a survey that you can use to gauge the impact of followers in your organization.

Responsibilities of the Follower

The sooner we recognize and accept our powerful position as followers, the sooner we can fully develop responsible, synergistic relationships in our organizations. According to Ira Chaleff (*The Courageous Follower*, 2003), there are three things we need to understand in order to fully assume responsibility as followers.

1. Understand our power and how to use it. As followers, we have far more power than we usually acknowledge. We must understand the sources of our power, who we serve, and the tools we have to achieve the group's mission. We have a unique vantage point as follower or team member, but we have to know that and use it.

2. Appreciate the value of the leader and the contributions he or she makes to forward the organization's mission. We need to understand the pressures upon the leader that can wear down creativity, good humor and resolve. We can learn how to minimize these pressures and contribute to bringing out the leader's strengths for the good of the group and the common purpose.

3. Work toward minimizing the pitfalls of power by helping the leader to remain on track for the long-term common good. We are all witness to how power can corrupt, and it takes courage and skill to speak up. We can learn how to counteract the dark tendency of power. Feedback to the leader is necessary for the new leadership styles to be effective.

Five Followership Patterns

Robert E. Kelley, in his article for *HBR* "In Praise of Followers" (1988), describes the behaviors that lead to effective followership. He defines two dimensions that underlie effective followership: the degree to which a person exercises independent, critical thinking, and the degree of active or passive participation.

- **Sheep**, as Kelley calls them, are passive and uncritical. These followers lack initiative and a sense of responsibility. They perform the required task and then stop.
- **Yes People** appear livelier but are equally un-enterprising. They depend on the leader for inspiration and can be aggressively deferential, even servile. Some leaders like them and can even form alliances with them that can stifle creativity and energy.
- **Alienated Followers** are critical and independent thinkers but take a passive stance. They are cynical but perform with disgruntled acquiescence. They seldom actively oppose or speak up.
- **Survivors** are those followers who go along with the leaders, usually because they believe "it is better to be safe than sorry." They are adept at surviving change.
- **Effective Followers** perform with energy and assertiveness. They are critical, independent thinkers and will proactively challenge decisions. They are risk-takers and problem solvers. They can usually work without strong leadership.

There are four essential qualities of effective followers.

1. They manage themselves well: The key to being effective as a follower is paradoxically the ability to think for oneself. Followers also see themselves as equals to the leader they follow.

2. They are committed to a higher purpose: They work towards the purpose of the organization, and towards certain principles and values outside of themselves. If they see a misalignment with personal values, they may withdraw their support either by changing jobs or by changing leaders.

3. They build their strengths: They have high standards of performance and are continually learning and updating their skills and abilities. They seek out extra work and responsibilities gladly in order to stretch themselves.

4. They take risks: They are credible, honest and have the courage to speak up. They give credit where due, but also admit mistakes. They are insightful and candid and they are willing to take risks. They can keep leaders and colleagues honest and informed.

In information-age organizations, hundreds of decentralized units process and rapidly act on varied input within the design and purpose of the organization. This requires an entirely different relationship between leaders and followers.

Standard 2.4: The student will demonstrate skills that assist in understanding and accepting responsibility to family, community, and business and industry.

What is this standard asking the student to do?

The student learns about and accepts responsibility

Why this is important?

Instructional Strategies:

1. Class discussion on responsibility.
2. Have students survey themselves to determine their perception of their own responsibility.
3. Students set and work towards “responsibility” goals.

Resources:

1. <http://www.ballfoundation.org/ei/tools/teams/roles.html> Excellent site for developing team responsibilities. Has good resources including a survey that can be used for goal setting.
2. <http://www.coping.org/growth/accept.htm#What> Great site for showing students what personal responsibility is about...and what it is not. Includes rating sheets that you can use in your classroom.
3. <http://www.school-for-champions.com/character/responsible.htm> Very short and to the point reading called; being *Responsible Shows Character*. May be a good discussion starter.

Standard 2.5: The student will demonstrate a working knowledge of parliamentary procedure.

What is this standard asking the student to do?

1. The student will be able to run a meeting
2. Observe and critique a meeting
3. Demonstrate business meeting skills

Why this is important:

Most local, state and federal governments along with most corporations use some form of Parliamentary Procedure.

The fundamental principles of parliamentary law are these:

- All members have equal rights, privileges, and obligations.
- The majority vote decides.
- The rights of the minority must be protected.
- Full and free discussion of every proposition presented for decision is an established right of members.
- Every member has the right to know the meaning of the question before the assembly and what its effect will be.
- All meetings must be characterized by fairness and by good faith.
- Parliamentary procedure eliminates the meeting being bogged down into a morass of arguments. It also does not allow a few domineering members to control the meeting, without due regard to every member's rights.

Instructional Strategies:

1. Use the article on the next page, *How to Run an Effective Meeting*, to start a classroom discussion.
2. Discuss the value of a well run meeting.
3. Introduce Parliamentary Procedure

Note: Good place to have a guest speaker come in to talk about running a meeting. Perhaps a school board member or a government official.

Note: If your school has an active FFA Chapter, or other CTSO, you may be able to use one of their students to help instruct the basics of Parli-Pro.

Assessment ideas:

1. Have students critique a meeting against pre-determined standards.

Resources:

6. <http://www.tbwg.org/pdf%20files/BASIC%20PRINCIPLES%20OF%20PARLIMENTARY%20PROCEDURE.pdf>. A very simple Parli-Pro outline.

How to Run an Effective Meeting

Productive, valuable, and engaging meetings require a clear goal, an open dialog, and a strong leader. Here's how to make your meetings matter.

Steps

1. Make every meeting matter - or don't meet at all. Decide if a meeting is needed and invite only the necessary people. Massive amounts of valuable time are wasted simply because managers think that face-time is important, or because they've become accustomed to a particular routine. E-mails are usually sufficient to give your team an update or a status report. But if you need instant feedback from all participants, then e-mail will not be as efficient as a face-to-face meeting.
2. Define goals and distribute agenda in advance. Create a structure for your meeting. Just stating the ideal result often inspires participants and makes meetings more productive. At the very least, it underscores a feature that every meeting needs: a goal. Before the meeting even begins, make sure everyone understands the objectives by writing an agenda.
3. Own your meeting, take charge and keep your meeting moving forward. Good meetings are products of good leadership. Take charge and make it clear that you intend to keep the discussion timely, useful, and relevant. Show your colleagues that you respect their time by making sure a clock or timer is visible to all. Staying on topic is also key to maintaining a schedule. If the conversation runs off the rails, refocus the group by saying something like: "Interesting, but I don't think we're advancing our goals here. If I could, I'd like to return to the agenda."
4. Get the constructive input you need from everyone present. Since the point of a meeting is two-way communication, it's crucial to get honest input from everyone. It's the meeting leader's responsibility to make sure everyone is heard. To build consensus or come to a group decision, avoid wearing your opinion on your sleeve; it's easy for a leader to stifle a discussion if everyone assumes the outcome is already determined. Avoid the temptation to dismiss ideas immediately — even when they're terrible.
5. Close with an Action plan, try to make sure that everyone leaves knowing the next step. Also end the meeting by asking everyone whether they thought the meeting was useful and, if not, what could be done better next time.
6. Make sure that your meeting didn't happen in isolation by letting the right people know what was decided and what will happen next. It's easy to walk out of a meeting room, go back to your desk, and immediately forget every change, decision, and new idea that your group came up with. Make sure you have a system to keep track of what was decided and what assignments everyone agreed to take on so you can follow up and keep things moving, even if you don't send out complete meeting minutes.

Tips

- Prepare for your meeting, which is often forgotten by many.
- Let all the participants give feedback without being embarrassed or insulted.
- An excellent tool for having a PRODUCTIVE meeting is using "OARR": Objectives, Agenda, Roles & Responsibilities. First, your meeting should have an OBJECTIVE. If you are having a meeting to just impart information, don't waste people's time with a meeting. Send them a newsletter. The objective should have an active component and if possible, a product to show for it: "Determine the quarterly goals for the team". The agenda is a list of the topics you'll address to get to that objective, with a time limit to keep you on track. For example "1. Review the status of last quarter's goals (15 minutes), 2. Round-table suggestions for goals (20 minutes), 3. Pick top 5 goals (10 minutes), etc.) For Roles and Responsibilities, determine who is running the meeting, who is keeping notes, and who will assign actions/"to do" items resulting from the meeting.

Warnings

- Make sure you start and finish the meeting on time.

Things You'll Need

- Updates - If the flow of information is one way, send an e-mail instead.
- Agenda and Goals
- Timekeeper - Makes sure the meeting starts and stops on schedule, reminds facilitator when agenda items are going over their allotted time.
- Note Taker - Records what was said and distributes minutes as needed.
- Whiteboard Wrangler - Writes ideas on the whiteboard during brainstorming sessions, makes sure every idea is recorded, whether or not it seems promising at first glance.

Standard 2.6: The student will use knowledge, build interest, guide and influence decisions, organize efforts, and involve members of a group to assure that a pre-planned group activity is completed.

What is this standard asking the student to do?

The student will lead or co-lead a group activity from idea inception until completion. This is a complex standard due to the multiple layers of learning/work that the student needs to accomplish.

Why this is important:

This gives the student actually experience in planning, implementing and evaluating a group event.

Instructional Strategies:

Be sure to have the class do an inventory of what they are already involved in. You may be able to use existing activities to accomplish this standard.

Sample items a student could lead or co-lead:

- Fundraisers or any component of (promotion, logistics, human resources...)
- Civic Consciousness events or any component of.
- Classroom social activities or any component of.
- Other school related clubs or events.
- Youth Group activities.
- Scouting activities.
- Planning and running a garage sale.

These do not have to be huge activities...just large enough so that the student can practice leadership skills.

On the next couple of pages you will find some planning and evaluation tools that the students can use. These should be modified by your students as they use them.

Note: All CTSOs have good planning and evaluation instruments.

Resources:

1. <http://www.businessballs.com/teambuilding.htm> Good site for team building games.

Group Activity Planning Form

1. Name of Activity:

2. Person(s) in charge of this activity:

3. Other team members:

4. Description of the activity. This should include the educational value of the activity and the impact on the school day (if any). Be sure to include the goals of the activity.

5. Timeline for the activity.

6. Budget:

Materials
Custodial
Supervision
Communications/Marketing
Other

7. Communications/Marketing Plan:

8. Duties and responsibilities:

Duty:	Person(s) responsible:
Duty:	Person(s) responsible:
Duty:	Person(s) responsible:
Duty:	Person(s) responsible:
Duty:	Person(s) responsible:
Duty:	Person(s) responsible:
Duty:	Person(s) responsible:
Duty:	Person(s) responsible:
Duty:	Person(s) responsible:

9. Explain how you will evaluate the activity:

10. Other items:

Standard 2.7: The student will demonstrate the ability to train others to understand the established rules and expectations, rationale, and consequences and to follow those rules and expectations.

What is this standard asking the student to do?

3. To understand the established rules and expectations, rationale, and consequences and to follow those rules and expectations as they relate to the group or organization.
4. Train another in the above rules and norms.

Note: This is about the student teaching others consequences as well as cause and effect.

Why this is important:

If organizations are to survive and prosper in the modern world of rapid change, they need to be more flexible, faster-moving and faster-learning than before. Their ability to do this rests upon the abilities of their workforce to have these characteristics – hence the value of training. If individuals are able to learn, develop and change, then so can the organizations. Training in organizational norms should be an immediate requirement for all members.

Instructional Strategies:

1. Determine if the training to be done will be individual, group or whole class.
2. Instruct students in basic pedagogy:
 - Determine the need or standard to be taught
 - Identify the performance level expected of the recipients after the training
 - Determine delivery....PowerPoint, demonstration, discussion.....
 - Evaluate
3. Show the students how you use lesson planning and let them use the same documents.

Sample items that students could use to train others:

- Any consequence regarding SCANS Skills/work maturity skills.
- Any policy relating to the group, classroom, school, community.....

Resources:

1. http://www.accel-team.com/work_groups/informal_grps_06.html . This is a site about organizational norms and group dynamics. It is meant for business professionals but you may be able to use it in your classroom.
2. <http://wdr.doleta.gov/SCANS/teaching/teaching.pdf> Yes, this is the original SCANS document from a few decades ago. It is still very usable and can be used to generate student training ideas.

Standard 2.8: The student will demonstrate the ability to incorporate and utilize the principles of group dynamics in a variety of settings.

What is this standard asking the student to do?

Learn and use the principles of group dynamics to make the group more effective and efficient.

Why this is important:

Any experienced leader knows that groups either work for you or against you--sometimes at the same time! The processes of group dynamics--how people behave in groups and how the group itself behaves--are closely tied to group productivity, a critical issue today.

Successful leaders don't take groups for granted, but instead proactively seek out ways to harness their productive potential. Half the battle is understanding the processes of group dynamics well enough to develop intelligent strategies for managing groups.

Instructional Strategies:

Use the article "Harnessing Group Dynamics for Greater Productivity" that is on the next page as a reading assignment and discussion started.

All CTSOs have good lessons on Group Dynamics. You can easily find several sample lessons on the internet by using the search words: Group Dynamics lesson plans for high school.

Resources:

1. http://www.managementhelp.org/grp_skill/theory/theory.htm#anchor387149 Group Dynamics: Basic Nature of Groups and How They Develop. Good site from the Free Management Library.
2. <http://wilderdom.com/Group.html> Group Dynamics, Processes and Development. Lot's of games and activities.
3. <http://www.uky.edu/GetInvolved/Leadership/pdf/Group%20Dynamics.pdf> Great article from the University of Kentucky.

Harnessing Group Dynamics for Greater Productivity

Any experienced supervisor knows that groups either work for you or against you--sometimes at the same time! The processes of group dynamics--how people behave in groups and how the group itself behaves--are closely tied to group productivity, a critical issue today.

Successful supervisors don't take groups for granted, but instead proactively seek out ways to harness their productive potential. Half the battle is understanding the processes of group dynamics well enough to develop intelligent strategies for managing groups.

TEN PRINCIPLES, TEN STRATEGIES

Let's explore ten principles of group dynamics and ten complementary strategies for harnessing group productivity.

Principle #1. Groups don't like uncertainty, so they lean heavily toward consensus-building. A group mindset, or personality, naturally emerges built around the shared perceptions, experiences, and biases of members. Over time, this mindset acts as a "gyroscope" that produces groupthink.

Strategy: Since supervisors can't expect most employees to exercise a great deal of independent thinking and individuality during group deliberations, a conscious effort must be made to solicit feedback from individual group members, perhaps away from the group as a whole.

Principle #2. Groups tend to have a false sense of vision and objectivity as they deliberate. Members act as though the group has clearly identified goals and well-defined plans and procedures when in actuality these are usually fuzzy and sloppily thought through.

Strategy. Supervisors must nail down goals and plans before group activities get underway. These must be specific, measurable, and frequently communicated. The supervisor must move decisively during group meetings to challenge fuzzy thinking, incomplete background analysis, and biased motives.

Principle #3. Group members tend to take information--both oral and written--at face value. This facilitates consensus-building and creates the appearance of rationality (careful and objective thinking), even though the information may be incomplete, inaccurate, or purely subjective.

(Pre-Meeting Research)

Strategy: Supervisors must do their homework before and after group meetings to insure that information is reliable. This entails asking a lot of questions, challenging assumptions, and carrying out behind-the-scenes research.

Principle #4. Ironically most groups make sparse use of participative management in making decisions and doing work. The headlong rush to reach consensus is generally so strong that little attention is devoted to smoking out individual opinions and encouraging dissenting viewpoints. Group members fear they will "hold up the proceedings," "impede progress," or "rock the boat." Unless they hold strong, passionate viewpoints about a particular issue, they tend to simply swallow any doubts or misgivings they might have.

(Probing for Feedback)

Strategy: The discerning group leader will create ways for members to sound off during meetings, such as calling on them by name, probing beneath the surface for comments, praising forthright exchanges, and not rushing into voting. Supervisors should also make a point to get an informal earful from group members away from formal deliberations.

Principle #5. Groups often operate with a poor sense of timing, either reaching decisions and taking action prematurely or procrastinating. Sometimes no action is taken at all, as group members equate the meeting with productivity.

Strategy: Supervisors must pay careful attention not only to the how and why of group undertakings but also to the when. This requires a sense of timing that comes only from experience and being in close touch with the daily operating realities--in short, "management by walking around."

Principle #6. Groups over-rely on informal leaders to influence member thinking and move things along. These informal leaders emerge as the result of their personalities, technical competence, or status in the organization. Group members tend to subconsciously defer to them so that decisions can be reached with minimum controversy and maximum popularity. Decisions popular people back for generally popular decisions.

Strategy: Supervisors must strive to develop enough rapport with informal leaders to cultivate their behind-the-scenes support. The best way to generate grass-roots support for an idea is to first win over the informal leaders and then rely on them to sell team members one-on-one.

Principle #7. Groups are much more likely to focus on process (parliamentary procedure, systems and procedures, agendas, minutes, etc.) than on their mission. This is because process pursuits are easier to pursue, are more short-run in orientation, and are rooted in the comfortable traditions of the organization. Many groups seek to justify their existence and productivity by pointing to the number of times they've met, the volume of minutes recorded, and whether or not a quorum was present.

(Ends and Means)

Strategy: Supervisors must keep the organization's purpose and missions before the group at all times and not assume that "everyone knows what we're doing and why we're doing it." Holding meetings and following bureaucratic precedent do not necessarily accomplish anything of real substance. Supervisors must help their groups see beyond the mere appearance of success by focusing on ends rather than means.

Principle #8. Most group members are gun-shy about impeding the group momentum process, so they hesitate to ask questions, postpone voting, or request additional information. This is a major underlying cause of "group juggernaut": group deliberations that run over people who get in the way.

Strategy: The supervisor must act as a restraining factor or governor on group deliberations by requiring that background homework be completed before group meetings; by slowing down the voting process; and by talking informally with group members away from meetings to probe for hidden feelings and agendas that might put deliberations in a different light.

Principle #9. Group members tend to assume that everyone else in the group is well-informed about deliberations, sympathetic to the mission, and pleased with the group's work. Such assumptions are not

always justified. Unfortunately, this usually doesn't become apparent until project implementation begins and the perplexed supervisor encounters lackluster effort and marginal results.

Strategy: Supervisors must constantly stress individual accountability within groups by insisting that members who back a proposal pledge their enthusiastic commitment to its implementation. The supervisor must clearly signal that a vote in favor of a proposal stipulates personal commitment and action. It may also be necessary to occasionally poke and prod employees to buy into the group's mission.

(The Bottom Line)

Principle #10. There is a fundamental difference between a group and a team. Groups meet; teams produce.

Strategy: Supervisors must define themselves as producers, not bureaucrats. While bureaucrats preside, producers lead; while bureaucrats follow precedent, producers set precedent; while bureaucrats focus on means, producers focus on ends. Team-building emerges as the very foundation of productivity. A team exists when individual employees can be more productive working with the team than they can by working on their own.

Community Leadership Standards

There are seven community standards. While some of these skills can be learned in the classroom, most of them will need a community partner to help make the learning come alive for the students. Some of these may be able to be integrated into a senior project. These standards may be best suited for your advanced students. The student will be responsible to the community.

Standard	Example
3.1 The student will analyze the roles and responsibilities of citizenship.	<ul style="list-style-type: none"> a. Demonstrate that citizenship requires gathering information, making informed choices, and acting responsibly. b. Devise ways to assume active roles in the class, school, locality, state, nation, and world, such as volunteering for additional duties, participating on a committee, and leading a group.
3.2 The student will demonstrate social responsibility in family, community, and business and industry.	To make organizational decisions and take actions that will be sensitive towards social, cultural, economic and environmental issues.
3.3 The student will understand their role, participate in and evaluate community service and service learning activities.	Learn about, study and choose a community service and/or service learning activity in the greater community.
3.4 The student will understand the organizational skills necessary to be a successful leader and citizen and practices those skills in real-life.	Includes recurring activities to establish organizational goals, monitor progress, and make adjustments to achieve those goals more effectively and efficiently. Those recurring activities are much of what leaders and managers inherently do in their organizations.
3.5 The student will understand and utilize organizational systems to advocate for issues at the local, state, national and international level.	Learn about and use an organization (CTSO, Church, Political Party, Feed the Children, Scouts, Ducks Unlimited....) to advance an issue.
3.6 The student will understand the importance and utilize the components and structure of community-based organizations.	Learn about community-based organizations. Partner with a Community-Based organization.
3.7 The student will participate in the development of a program of work or strategic plan and will work to implement the organization's goals.	Participate in a group to plan, develop, implement and evaluate at least one component of a program of work.

Standard 3.1: The student will analyze the roles and responsibilities of citizenship.

What is this standard asking the student to do?

- c. Demonstrate that citizenship requires gathering information, making informed choices, and acting responsibly.
- d. Devise ways to assume active roles in the class, school, locality, state, nation, and world, such as volunteering for additional duties, participating on a committee, and leading a group.

Why this is important:

Education for citizenship is important because every society needs people to contribute effectively, in a variety of ways, to the future health and wellbeing of communities and the environment, locally, nationally and globally. Fostering active and responsible citizens contributes to the process of developing a healthy and vibrant culture of democratic participation.

Instructional Ideas:

1. Debate, in groups and whole-class discussions, topical and controversial issues, including those of concern to young people. If these debates are about current issues and conducted in an appropriate manner they are citizenship education. For example in Ag. Science students might debate 'animal testing'. Many current issues will be controversial so teachers may want to think about how they will handle the sensitivities of these issues before hand.
2. Work individually and in groups, taking on different roles and responsibilities. Roles and responsibilities are central to Citizenship Education.
3. Participate in both school-based and community-based citizenship activities.
4. Participate in different forms of individual and collective action, including decision-making and campaigning.
5. Work with a range of community partners, where possible.
6. Take into account legal, moral, economic, environmental, historical and social dimensions of different political problems and issues.
7. Take into account a range of contexts, such as school, local, regional, national, international and global, as relevant to different topics. The term 'community' is a contested issue and is difficult to define. Community means different things to different people. Try asking your students what they think their community is and you will probably get answers ranging from their family to Washington to the world. Hence we often prefix the word community with words such as local, national and global. It is important to consider all these contexts when teaching citizenship education. Many teachers say that young people are most interested in the local followed by the global.

Assessment Ideas:

1. Have the student keep an update a journal that outlines various items the student has done to indicate they are playing a citizenship role in their school or community.
2. Tie this into their Senior Project/Community Service requirement.

Standard 3.2: The student will demonstrate social responsibility in family, community, and business and industry.

What is this standard asking the student to do?

To make organizational decisions and take actions that will be sensitive towards social, cultural, economic and environmental issues.

Social responsibility can be thought of many different ways:

- Individualism VS. Community needs
- Organization VS. Community needs
- Extra profit VS. Community needs

Why this is important:

- Being socially responsible send a message of quality about your organization
- Members of a socially responsible organization are more involved
- Socially responsible groups foster ethical thinking and actions in their members
- Many non-profit organizations make a case for the greater good of the community over the individual in their mission statement.

Instructional Strategies:

1. It may be a good idea to start with a case study and class discussion. See resources below for samples but there are ideas all around.
 - a. Gas prices...profit VS. inflation
 - b. Medical care...costs VS. ability to pay
 - c. And many, many others...
2. Student discussion on “How can they become a socially responsible citizen?” followed by a question; “How can their group/organization show social responsibility?” This student developed list can then be used by the group to make decisions such as:
 - a. What projects should we undertake?
 - b. What do we expect from our vendors in terms of being socially responsible?
 - c. How can we complete our goals/projects....in the most socially responsible way?

Resources:

1. <http://www.goodcharacter.com/ISOC/Responsibility.html> . Some good lesson plans on personal social responsibility. They can be easily modified to be used as group socially responsibility.
2. <http://www.thetimes100.co.uk/support/view-pack--amway--1-389.php>. This site is from the UK. It has some good case studies and lessons you can use.
3. <http://www.starbucks.com/aboutus/csr.asp> Starbucks social responsibility site. Good case study for comparison.
4. <http://www.gapinc.com/public/SocialResponsibility/socialres.shtml> . This site is from the GAP. Great for discussion starters.
5. <http://www.csrwire.com/> The Corporate Social Responsibility Newswire. Very good information that you can use.

Standard 3.3: The student will understand their role, participate in and evaluate community service and service learning activities.

What is this standard asking the student to do?

Learn about, study and choose a community service and/or service learning activity in the greater community.

Why this is important:

Service Learning is a method of teaching through which students apply their academic skills and knowledge to address real-life needs in their own communities.

Service Learning provides a compelling reason to learn, teaches the skills of civic participation, and develops an ethic of service and civic responsibility. Service learning increases motivation and retention of academic skills as specific learning goals are tied to community needs. By solving real problems and addressing real needs, students learn to apply classroom learning to a real world context. At the same time, students provide valuable services to schools and communities.

Community Service vs. Service Learning: Service learning projects emphasize both the service and the learning. By applying classroom content to community settings, service-learning is a way to provide more authenticity and purpose for classroom learning. By contrast, community service emphasizes the habits and skills of volunteerism.

Instructional Strategies:

The article on the next page, *Designing a Service-Learning Program in Ten Steps*, provides a good overview of how to plan for a service learning activity.

Note: Some schools and colleges have a Service Learning Coordinator that would be of great use to you.

Resources:

1. http://www.studentsinservicetoamerica.org/tools_resources/index.html . This is a great site with just about every planning tool you might need for a service learning activity.
2. http://www.studentsinservicetoamerica.org/tools_resources/docs/assessment_guide.pdf
Service Learning and Assessment: A Field Guide for Teachers. This was done in 1999 but is still valid and has many valuable tips. If you are undertaking a Service Learning Activity, this is a great site for you.

Designing a Service-Learning Program in Ten Steps

Abstract

Creating an effective service project or service-learning program requires careful planning. This effective practice describes ten steps that teachers, parents, after-school providers and those who work in community-based organizations can take to enlist youth in service. The ten steps are excerpted from *Students in Service to America: A Guidebook for Engaging Students in a Lifelong Habit of Service*, authored by the U.S. Department of Education, the Corporation for National and Community Service, and the Points of Light Foundation (September 2002).

Issue

Service-learning combines service objectives with learning objectives, with the intent that the activities change both the recipient and the provider of the service. This is accomplished by combining service tasks with structured opportunities that link the task to self-reflection, self-discovery, and the acquisition and comprehension of values, skills, and knowledge content.

Action

The following steps are helpful in creating an effective service project or service-learning program. While all steps are useful to consider, all need not be carried out or followed in the order presented. The planning and implementation of service and service-learning programs are dynamic processes, and projects vary.

Read through all steps before undertaking a project.

Include participating youth in as many phases as possible.

Step 1: Assess the Needs and Resources of Your Community and School

In selecting a project, consult with community members, civic groups, businesses, government officials, school personnel, and students to determine both the needs of the community and the available resources, including partnership opportunities. Find out who else is doing (or has done) something similar.

Step 2: Form Community Partnerships

Most successful service projects require forming partnerships. You can build on existing relationships and connections, or you can develop new ones with potential partners identified in Step 1. Be realistic about your resources, needs, and limitations, and make sure your goals are of mutual interest to all of your partners. Also be concrete about the roles and responsibilities of each partner organization.

Step 3: Set Specific Educational Goals and Curriculum

Determine what you expect the young people to learn. Even service and service-learning projects organized by community-based organizations or after-school programs should set specific educational goals. Establish what content objectives or standards will be addressed, and incorporate your service and learning objectives into lesson plans. Devise ways to measure and assess whether those goals are being met, including reflection and assessment activities. When evaluating student performance, assess their effort and mastery of the subject. Service outcomes may not be what are initially expected.

Step 4: Select a Project and Begin Preliminary Planning

Pick a project and determine how all partners can work together to achieve the desired goals. Try to determine your human, financial, physical, and intellectual needs and whether you need additional partners to provide the required resources. Be sure to identify people in your school or organization who can coordinate the project and maintain continuity from year to year.

Step 5: Plan Your Project in Detail

Set up a timeline, create a budget, and assign tasks. Think about how to include your partners in this process. As with any project, thorough planning, including the creation of schedules, benchmarks, budgets, evaluation and assessment tools, and documentation, can identify and correct many potential problems.

Step 6: Acquire Necessary Funding and Resources

If additional funds, goods, or services are needed, consider seeking assistance from local businesses, national corporations, parents, faith-based organizations, government programs (e.g., AmeriCorps, Senior Corps, Learn and Serve America, your State Education Agency), civic groups, and other community organizations or sources of federal, state, and local funds.

Step 7: Implement and Manage Project

Put your plan into action. Continually assess your project to determine what is working and what could be improved. Involve project partners in evaluating and improving your project.

Step 8: Organize Reflection Activities

Make sure students are thinking about their service experience on a regular basis (e.g. through journals or classroom assignments) and organize activities that allow students to analyze their service and see how their ideas, knowledge and perceptions are changing. Use such reflections to help assess and improve the project. You may want to use the on-line or printable Record of Service found at <http://www.usafreedomcorps.gov>

Step 9: Assess and Evaluate Your Service Program

Ensure that your evaluation assesses the outcomes of the service project for the youth, the community, and the organizations involved. Documentation and evaluation of the project will create a legacy for the individuals and organizations that participated in and benefited from your service activities. It will also point the way to the next project for your classroom, and may foster activities in other classrooms.

Step 10: Celebrate Achievements

Everyone likes to be recognized for a job well done. Recognition of students can help build habits of service and lead to a lifetime of community involvement. Don't forget to recognize key community partners as well. Recognition may include: displays in school or online, celebratory events such as ribbon cuttings or groundbreaking, visits by local officials, and participation in national recognition programs.

Standard 3.4: The student will understand the organizational skills necessary to be a successful leader and citizen and practice those skills in real-life.

What is this standard asking the student to do?

This standard can be confused with some of the Individual Leadership standards in terms of personal organization. This standard is not about being organized; rather it about understanding those skills that will help an organization (of any kind) become healthy, efficient and to prosper. In the business world, this is known as Organizational Development. Includes recurring activities to establish organizational goals, monitor progress toward the goals, and make adjustments to achieve those goals more effectively and efficiently. Those recurring activities are much of what leaders and managers inherently do in their organizations

“Organization Development ... attempt to influence the members of an organization to expand their candidness ... and to take greater responsibility for their own actions ...The assumption behind OD is that when people pursue both of these objectives simultaneously, they are likely to discover new ways of working together that they experience as more effective for achieving their own and their shared (organizational) goals ...”

-- Neilsen

Some buzz words relating to Organizational Development:

appreciative inquiry, coaching, continuous learning, emotional intelligence, large-scale interventions, learning organization, on-line learning, self-managed and self-directed and self organizing teams, systems thinking.

Why this is important:

Because of the rapid change that happens or can happen to any organization, these skills are valuable for the student to understand.

Instructional Strategies:

Organizational Development involves the following (a non-exhaustive list). As you can see, many of these have been addressed in some of the other Leadership standards: team building, conflict management, training, coaching, facilitating, organizational analysis, organizational restructuring, etc.

1. Bring in a speaker to help the students understand how this would work in an outside organization.

Resources:

1. http://www.managementhelp.org/org_chng/od-field/OD_defn.htm#anchor59818 Way more than you would ever want to know about the field of Organizational Development.

Standard 3.5: The student will understand and utilize organizational systems to advocate for issues at the local, state, national and international level.

What is this standard asking the student to do?

1. Learn how to advocate for an issue.
2. Learn about and use an organization (CTSO, Church, Political Party, Feed the Children, Scouts, Ducks Unlimited, United Way....) to advance an issue.

Advocacy is the act of arguing on behalf of a particular issue, idea, person or animal. An advocate is someone who does this. Both the terms *advocate* and *advocacy* have specialist meanings in certain contexts, and among some groups.

Why this is important:

Never believe that a few caring people can't change the world. For, indeed, that's all who ever have.

-- Margaret Meade

Instructional Strategies:

Go to the following sites with your students:

- <http://www.diabetes.org/support-the-cause/volunteer-with-us/become-an-advocate.jsp> American Diabetes Association...excellent advocacy site.
- <http://www.liveunited.org/advocate/> United Way...excellent advocacy site.
- http://investigate.conservation.org/xp/IB/savingbiodiversity/learning_advocate.xml Conservation International...excellent advocacy site.

Have the students analyze the above sites. Discuss:

1. What is the organization about?
2. What is the organization asking for people to do for it?
3. How will people do what is being asked?
4. Ask students to synthesize the steps needed to advocate for something.

Next Step:

Ask students to think of an issue that is important to them. Have them identify steps they would take to advocate for that issue.

Resources:

1. https://www.seattleu.edu/artsci/npl/modules/PolicyAdvocacy2/PA2_tab3.pdf. This is a great paper from Seattle University on How to Advocate. Very friendly with lots of good ideas to share with you students.
2. <http://www.learningtogive.org/>. You may find some useful information here. There are some lesson plans you could modify.
3. <http://www.sundeviladvocates.org/reasons.html> Great article and easy to read. Leans more toward lobbying but it is still good.

Standard 3.6: The student will understand the importance and utilize the components and structure of community-based organizations.

What is this standard asking the student to do?

Partner with a Community-Based organization.

Why this is important:

A CBO is an organization that provides social services at the local level. It is a non-profit organization whose activities are based primarily on volunteer efforts. This means that CBOs depend heavily on voluntary contributions for labor, material and financial support.

Characteristics of a CBO

- It is non-profit;
- It relies on voluntary contributions;
- It acts at the local level; and
- It is service-oriented.

Instructional Strategies:

Bring in a speaker to discuss the importance of CBO's.

Allow the students to brainstorm which CBO they would like to have as a partner.

Resources:

1. http://www.nassembly.org/nydic/images/pdfs/PrincEffecPartChkIst%20L_SEA.pdf a great checklist to use when partnering with a CBO.
2. http://dese.mo.gov/divcareered/Service-Learning/Community-based_Organization_Toolkit.pdf . This is a must read file! Great ideas on combining Service Learning and CBOs.

Standard 3.7: The student will participate in the development of a program of work or strategic plan and will work to implement the organization's goals.

What is this standard asking the student to do?

Participate in a group that plans, develops, implements and evaluates at least one component of a program of work.

Leadership Development Resources from CTSO Related Programs

Standard	Dynamic Leadership (FCCLA) Note: Power of One and STAR Events are great resources as well.	LifeKnowledge 2.0.1 (FFA)	The Professional Develop Program (SkillsUSA)	MarkED LAPS	National TSA High School Leadership Lessons
1.1 The student will analyze, refine, and apply decision-making skills through classroom, family, community, and business and industry (work-related) experiences.	<ul style="list-style-type: none"> Lesson 5 Action dynamics. Pg 30 Problem solving for leaders. Pg 41 	<ul style="list-style-type: none"> HS20: My decisions and the opinions of others 	Embedded in several of the lessons.	<ul style="list-style-type: none"> Weigh your options Lap 	<ul style="list-style-type: none"> Ten different lessons
1.2 The student will identify and analyze the characteristics of family, community, business, and industry leaders.	<ul style="list-style-type: none"> Lesson 1 Looking at Leadership Pg 16 Lesson 2 A dynamic leader is. Pg 19 Character for leaders Pg 35 	<ul style="list-style-type: none"> HS1: Defining leadership HS5: Leadership styles HS6: Philosophies of leadership 	<ul style="list-style-type: none"> Level SK – 7 Identify personal qualities that are desirable for the workplace. Pg 66 Level 1.1 Complete a self-assessment and identify individual learning styles. Pg 79 	<ul style="list-style-type: none"> Take the lead Lap Follow me Lap 	<ul style="list-style-type: none"> Several lessons
1.3 The student will demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understand how to apply those skills.	Embedded in several of the lessons.	<ul style="list-style-type: none"> HS55: Components of the communications process HS91: Presentation tips – skills and strategies 	<ul style="list-style-type: none"> Level SK – 3 Identify effective communications skills. Pg 59 Level 1.8 Demonstrate effective communications with others. Pg 112 	<ul style="list-style-type: none"> Communications skills on the job Lap Listen up Lap Well said Lap More than just talk Lap 	<ul style="list-style-type: none"> Ten different lessons
1.4 The student will be involved in activities that require applying theory, problem-solving, and using critical and creative thinking skills while understanding	<ul style="list-style-type: none"> Lesson 5 Action dynamics. Pg 30 	<ul style="list-style-type: none"> HS26: Understanding creativity HS27: Using creativity 	Embedded in several of the lessons.	<ul style="list-style-type: none"> Beyond the box Lap Gotta problem? Lap No problem Lap 	<ul style="list-style-type: none"> Ten different lessons

<p>outcomes of related decisions.</p>					
<p>1.5 The student will demonstrate self-advocacy skills by achieving planned, individual goals.</p>	<ul style="list-style-type: none"> Lesson 4 The big picture. Pg 25 	<ul style="list-style-type: none"> HS44: The benefits of goal setting HS45: Goal setting strategies HS47: Evaluating plans and goals 	<ul style="list-style-type: none"> Level SK – 10 Evaluate professional development. Pg 79 Level SK – 8 Identify the importance of goals. Pg 67 Level 1.2 Discover self-motivation techniques and establish short-term goals. Pg 86 Level 2.1 Measure/modify short-term goals Pg 134 Level 1.3 Determine individual time-management skills. Pg 93 	<ul style="list-style-type: none"> About time Lap Target what you want Lap 	<ul style="list-style-type: none"> Several lessons
<p>1.6 The student will conduct self in a professional manner in practical career applications, organizational forums, and decision-making bodies.</p>	<ul style="list-style-type: none"> Character for leaders Pg 35 	<ul style="list-style-type: none"> HS15: The benefits of character and integrity HS 35: Professional ethics and personal character 	<ul style="list-style-type: none"> Level 2.8 Demonstrate social etiquette. Pg 155 	<ul style="list-style-type: none"> Make the honor role Lap Manners at work Lap 	<ul style="list-style-type: none"> Several lessons

How to Order:

- Dynamic Leadership <http://www.fcclainc.org/content/dynamic-leadership/>
- LifeKnowledge 2.0.1 <http://www.ffa.org/ageducators/lifeknowledge/>
- The Professional Develop Program. Teacher guide, teacher manual and student manuals. <http://www.skillsusa.org/store/curricula.html>

- MarkED Laps <http://www.mark-ed.org/2.0/Joomla/images/PDFs/MarkEDCat08Part1.pdf>
 - MarkEd also offers a semester course guide called “Lead!”
- Technology Student Association 1914 Association Drive Reston, VA 20191-1540
 - general@tsaweb.org

A Sampling of Internet Resources to help you find Leadership Materials

- MindTools Outstanding leadership site.
http://www.mindtools.com/pages/main/newMN_HTE.htm
- Performance, Learning, Leadership, & Knowledge Another outstanding leadership site
<http://www.nwlink.com/~donclark/leader/leadchr.html>
- The Center for Creative Leadership
<http://www.CCL.org/>
- National Network for Collaboration
<http://crs.uvm.edu/nnco/>
- Center for Entrepreneurial Leadership/Clearinghouse on Entrepreneurship Education
<http://www.celcee.edu/>
- Office of Juvenile Justice and Delinquency Prevention
<http://ojjdp.ncjrs.org/>
- Learning Well at Work: Choices for Quality
<http://www.human.cornell.edu/youthwork/>
- Leadership and Organizational Development Publications from the NDSU Extension Service
<http://www.ext.nodak.edu/extpubs/leaddev.htm>
- The Greenleaf Center for Servant-Leadership
<http://www.greenleaf.org/>
- Leadersdirect A good general site for business leadership.
<http://www.leadersdirect.com/leadershipqualities.htm>
- Information and ideas about community revitalization, development and civic values:
<http://www.iscv.org/>
- Businessballs Problem solving and decision making.
<http://www.businessballs.com/problemsolving.htm>
- Transferable Skills Project Very good leadership site with decision making, communications, problem solving and time management resources.
<http://www.skillsproject.ie/useful/decision.html>

- Right Decisions, Right Now Good decision making site with a unit on realizing consequences and outcomes of a decision.
<http://baseballcamps.com/rdrn/decisions.cfm>
- Leadership Traits Some good resources for leadership traits.
<http://www.leadershiptraits.org/>
- U. S.Department of Labor Employment and Training Site
<http://www.doleta.gov/>
- Franklin Covey Leadership Center
<http://www.franklincovey.com/>
- Family and Consumer Sciences Web Sites (NDSU)
<http://www.ag.ndsu.nodak.edu/otheryf.htm>
- Leadership Articles
www.nassp.org/publications/leadershipmag/index.html
- Youth in Action
www.youthlink.org/action.htm

Use these search words to find many additional resources:

Leadership Development Curriculum	Leadership Characteristics	Leadership Curriculum
Leadership Traits	Types of Leaders	Goal Setting Skills
Problem Solving Curriculum	Critical and Creative Thinking Skills	Self Motivation Skills
Communications Skills	Professionalism	Leadership Skills
Decision Making Skills	Self-Advocacy Skills	Leadership Training

CTE Leadership Development Planning Sheet

Leadership Standards

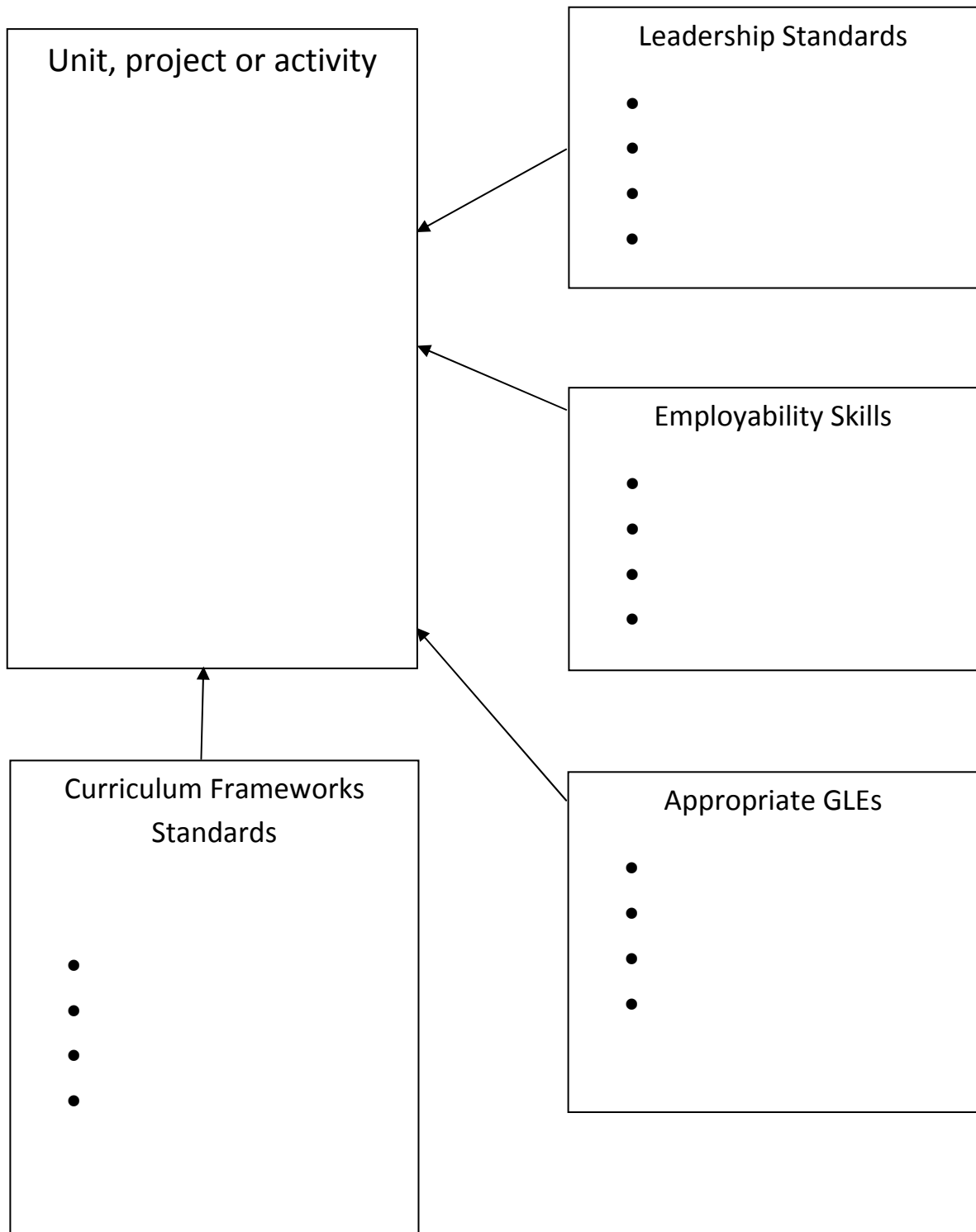
Standard:

What it Means	I do this by.....My Plans...My Ideas
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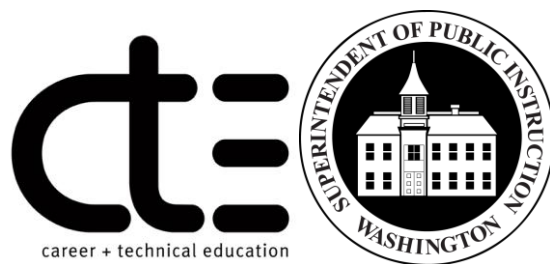
The student will:

Assessment Ideas:

Use this form to identify the components of your unit, project or activity.



Unit, Project or Activity	Leadership Standards:	Assessment:	Instructional Strategy Notes:
	Appropriate GLEs:	Assessment:	
	Employability Skills:	Assessment:	
	Technical Skills:	Assessment:	
	Other Standards:	Assessment:	



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