

SCOTS LEADERSHIP

A Course in Career and Technology Studies

Academic Year: 2001/2002

Teacher: Mr. C. Korte

RATIONALE FOR A LEADERSHIP COURSE:

Good leaders are important and good leaders are needed today and everyday. Good leaders are found in all aspects of life and serve as models for their achievements, accomplishments and triumphs. Academic disciplines seek out their leaders and award them. Large corporations recognize and support the development of new leaders within their companies. Student leaders are recognized for their varied accomplishments by educational administrators and teachers.

The intent of a formal class Leadership Course will be to offer students, at the secondary level, the opportunity to learn some of the many and varied leadership skills, to investigate their own set of values and attitudes and to provide the individuals with the opportunity for applying knowledge gained in this course.

COURSE DESCRIPTIONS:

CTR1020 – Leading by Example

Students develop awareness of the principles and practices of leadership and develop, implement and assess a personal leadership plan.

CTR2020 – Taking the Lead

Students compare basic theories and styles of leadership, and demonstrate leadership in a school, workplace or community context.

CTR1110 – Project 1A / CTR1120 – Project 1B

Students, through projects, extend and enhance competencies developed in the Career Transitions strand.

CTR2030: Governance & Leadership

Students are introduced to governance, its place within the administrative structure of a school or community, including the roles, responsibilities, practices and procedures for participating in governance and leadership.

COM1010 – Presentation & Communication 1

Students communicate information and ideas through the use of speech, body language and meaningful text, graphics, audio, video and/or animation.

COURSE EVALUATION:

- Ø Leadership Journal/Logbook: 20%
- Ø Assignments and Tests: 30%
- Ø Module Evaluation Criteria 50%

SUGGESTED OUTLINE

Unit 1: Intrapersonal Management

- Ø Qualities of Leadership: basic concepts, self-evaluation
- Ø Goal Setting: Brainstorming, planning, evaluating
- Ø Time and Stress Management - indicators, strategies, evaluation

Unit 2: Interpersonal Management

- Ø Interpersonal Skills: Power vs. Authority Maslow's Hierarchy
- Ø Leadership Styles: Basic generalizations, delegation, evaluation
- Ø Group Dynamics: organizations, motivation, conflict resolution

Unit 3: Communication Skills

- Ø Instructional Techniques: verbal, non-verbal, participation
- Ø Effective Communication: levels, labeling, techniques
- Ø Writing, Speaking and Listening: practical applications

Unit 4: Effective Leadership:

- Ø Principles of Leadership: synergy. Leadership vs. Management
- Ø Parliamentary Procedure: vocabulary, motions, practice
- Ø School and Community Governance: structures, meetings

Unit 5: Leaders and Group Decision Making:

- Ø The Power and Art of Influence: relationships, techniques
- Ø Principles of Supervision: responsibilities, behaviors
- Ø Team Building Strategies: techniques, practical applications

Unit 6: Analyzing and Resolving Practical Problems:

- Ø Mission Statements: vision, organization, performance
- Ø Activity Skills: planning, deciding, evaluating
- Ø Problem Solving Strategies: values, attitudes techniques

COURSE OBJECTIVES:

1. Students will increase their understanding and effectiveness in personal and practical skills that can enhance their ability to function in a leadership role.
2. Each student leader will increase their self-esteem and self-concept through an increased understanding and awareness of self.
3. Each student leader will increase their understanding of self through goal-setting and evaluating experiences.
4. Student leaders will increase their skills in the areas of assertiveness and time-management.
5. Student leaders will increase their self-help skills in areas of stress management, coping with failure/success and in dealing with criticism/praise.
6. Student leaders will be able to evaluate their own self-image and identify steps that could be taken to improve their self-image.
7. Student leaders will be able to plan and carry out the organization of an event within the school community.
8. Student leaders will be able to demonstrate the correct procedures for participating in and conducting a meeting using parliamentary procedure.
9. Student leaders will have the opportunity to practice and improve both speaking and listening skills in small and large group settings.
10. Student leaders will understand the values of public relations and the methods used to effectively communicate to the public.
11. Student leaders will increase their understanding of different leadership styles and how one style may be more appropriate at a specific time.
12. Student leaders will have the opportunity to increase their understanding of the value of delegation of authority, involvement techniques and methods of motivation.

LOG BOOKS/LEADERSHIP JOURNALS:

Every student in the Leadership Course must complete a log book and journal. The log book must be in a book where you can add pages and be able to keep track of them. (eg. 3 - ringed binder) This log book shall be turned in every six weeks. While the teacher is marking it, you should continue to keep track of the work that you do. When the log book is returned, you simply add the pages of the work you have done into the binder. The purpose of the log book is for you to show us how much work you are putting in towards your event or towards the aid of others in the class.

Suggested format:

Whenever you are involved in an event, you must keep a factual, "black and white" account of your efforts and participation towards that activity. Class time that is used should be included as well as any "special sessions/activities" that are offered and undertaken. Below is a sample of the format to be followed:

- Ø Date:
- Ø Time dedicated: in/out (of class) List hours and/or minutes
- Ø Details:
- Ø Total Time: _____
- Ø Chairman's signature: _____
- Ø Your signature: _____

Details might involve brainstorming sessions, poster construction, meetings purchasing, decorating, thank-you's, ticket sales, refereeing judging, writing up announcements, etc.

ELABORATE - use point form but be sure to include enough information that we can determine the nature of your activities.

In the "time" slot - record the amount of time that you spent working on each entry. When the page has been filled, total your time. At the end of the event, have the chairperson verify your claims. (Note - the chairperson **MUST** question any claims that he/she feels are unreasonable and devise a solution **BEFORE** he/she signs the log book). You then sign the logbook verifying that the information you have presented is accurate and complete.

IT IS ESSENTIAL TO KEEP YOUR LOG BOOK UP TO DATE!!! Try to use the last 3 - 5 minutes at the end of the class to complete this.

JOURNAL ENTRIES:

Your journal entries are your personal “gut level” responses to any event as you personally see it. DO NOT record hearsay. Report only your feelings! Write from your heart. Keep in mind that this is neither correct or incorrect, it is simply your response to a particular situation.

You might include positive aspects, negative aspects (with suggestions as to how to make them positive). Constructive criticism of self and others, overview of student reaction, teacher response, etc.

Try to be perspective when possible to list positive suggestions of alternatives. This is where you will learn the most towards how to do a better job in the future. NOTE: These are personal and confidential. If at any time you do not want me to read a section of your journal, you may wish to paper clip a covering sheet over that section. I will respect your wish for privacy. I will also be commenting on your entries and writing back to you. Again, our comments may be personal and confidential as well. It is vital that we develop a “trust” environment.

Be specific here. Do not be afraid to document names. Blow off steam if you need to. Be critical. Unless an event is absolutely perfect, there is probably something we could perhaps do better next time. The journal entries need not be done immediately. In fact, it is probably better to sit back and reflect on events after the heat of the moment. However, do not leave these entries until the day before the log books are due; by that time you will have forgotten some of the important points you had at the time.

Log books and journals are due on or before:

March 28/02

June 14/02

Remember, each of you are individuals and each of you has something to offer this group that will make all of us better people.