

Living' Leadership

A Program of Student Leadership at
Wainwright High School
2001-2002

Leadership: CTR 102, 202, 302
Governance: CTR 203, 303
Projects: CMH2030, CTR 111 - 112,
CTR 211 - 215, CTR 311 - 315

Suggested Outline

Unit 1: Intrapersonal Management

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

Unit 2: Interpersonal Management

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

Unit 3: Communication Skills

- A. Instructional Techniques: verbal, non-verbal, participation
- B. Effective Communication: levels, labeling, techniques
- C. Writing, Speaking and Listening: practical applications

Unit 4: Effective Leadership:

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

Unit 5: Leaders and Group Decision Making:

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

Unit 6: Analyzing and Resolving Practical Problems:

- A. Mission Statements: vision, organization, performance
- B. Activity Skills: planning, deciding, evaluating
- C. Problem Solving Strategies: values, attitudes techniques

Rationale for a Leadership Course:

Good leaders are important and good leaders are need 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.

It is with these realities in mind that high school students should be given the opportunity to learn to develop and discover leadership values, attitudes and skills in a classroom situation.

A goal of the Wainwright High School is to provide opportunities for all students to develop the knowledge, skills and attitudes which will enable them to enjoy a productive and satisfying life and to be effective participants in our democratic society. It is the belief of this teacher that a leadership class will definitely administer those opportunities to students who take the course. Students will develop personal skills and build positive realistic attitudes towards both self and society.

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 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 allegation of authority, involvement techniques and methods of motivation.

Module Learner Expectations:

Module CTR1020: Leading by Example

Level: Introductory

Theme: Leadership

Prerequisite: None

Module Description: Students develop awareness of principles and practices of leadership and develop, implement and assess a personal leadership plan.

Module Learner

Expectations: The student will:

- n** define concepts, terms and practices relating to leadership
- n** develop a plan to demonstrate leadership by example behaviors
- n** demonstrate leadership abilities as outlined in the plan
- n** demonstrate basic competencies

Module: COM 101: PRESENTATION AND COMMUNICATION 1

Level: Introductory

Prerequisite: Media and You (COM 102; Recommended)

Module Description: Students communicate using speech, body language and audio/visual materials and equipment.

Module Learner

Expectations: The student will:

- n** describe the steps in the presentation process
- n** apply the presentation process to communicate ideas and information
- n** apply the various media and techniques in the presentation process
- n** use the knowledge of the presentation process to evaluate presentations made by self and others
- n** demonstrate effort and develop basic competencies.

Evaluation Criteria:

- demonstrating an understanding of the procedure necessary to make an effective oral presentation: 10%
- displaying the ability to be an effective listener and paraphraser: 10%
- planning, preparing and presenting "A Song of Leadership" 40%
- demonstrating an understanding of the various types of communication other than verbal: 10%
- demonstrating proficiency in using the various media available to make a presentation eg. Word processing, Powerpoint, Data Bases, Spreadsheets, Internet, e-mail and the integration of these skills: 30%

Module CTR1110: Project 1A
Module CTR 1120: Project 1B

Level: Introductory

Theme: Career Extensions

Prerequisite: None

Module Description: Students, through projects extend and enhance competencies developed in the Career Transitions strands or other Career and Technology Studies strands to contexts that are personally relevant.

Module Learner

Expectations: The student will:

- n propose manage and assess a project
- n meet goals as defined within the project plan
- n demonstrate basic competencies

Module 2020: Taking the Lead

Level: Intermediate

Theme: Leadership

Prerequisite: CTR 1020 Leading By Example

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

Module Learner

Expectations: The student will:

- n** compare theories and styles of leadership
- n** demonstrate the ability to lead others
- n** demonstrate basic competencies.

Module 2030: Governance & Leadership

Level: Intermediate

Theme: Leadership

Prerequisite: CTR 1020 - Leading By Example

Module Description: 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.

Module Learner

Expectations: The student will:

- n** describe and explain the purpose of a governance structure
- n** participate in leadership activities within a school, volunteer agency or a community governance structure
- n** demonstrate leadership in a governance role
- n** demonstrate basic competencies

Module CTR 2110: Project 2A

Module CTR 2120: Project 2B

Module CTR 2130: Project 2C

Module CTR 2140: Project 2D

Module CTR 2150: Project 2E

Level: Intermediate

Theme: Career Extensions

Prerequisite: None

Module Description: Students, through projects extend and enhance competencies developed in the Career Transitions strand or other Career and Technology Studies strands to contexts that are personally relevant.

Module Learner

Expectations: The student will:

- n** propose, manage and assess a project
- n** meet goals as defined within the project plan
- n** demonstrate basic competencies.

Module CTR 3020: Organizational Leadership

Level: Advanced

Theme: Leadership

Prerequisite: CTR 2020 Taking the Lead

Module Description: Students develop an understanding of the concept of organizations, and demonstrate leadership by establishing an organization and leading it to achieve a stated goal.

Module Learner

Expectations: The student will:

- n** explain the similarities and differences between leadership practices and management practices
- n** demonstrate leadership by establishing an organization, leading it to achieve a stated goal and assessing the process and outcome
- n** demonstrate basic competencies.

Module CTR 3030: Leading for Change

Level: Advanced

Theme: Leadership

Prerequisite: CTR 2030 Governance & Leadership

Module Description: Students investigate change and decision-making processes used in the school and/or community.

They construct, propose and initiate the use of a project planning model to affect change.

Module Learner

Expectations: The student will:

- n** describe the change and decision-making processes used in a governance structure
- n** identify and record the organizational structures used in a school and in a community
- n** construct, propose and initiate the use of a project planning model
- n** demonstrate basic competencies

Module CTR 3040: Practicum A

Module CTR 3050: Practicum B

Module CTR 3060: Practicum C

Module CTR 3070: Practicum D

Module CTR 3080: Practicum E

Level: Advanced

Theme: Career Credentials

Prerequisite: None

Module Description: Students, on the worksite, continue to develop and refine those competencies developed in related Career and Technology Studies modules, previous practicums and other experiences.

Module Learner

Expectations: The student will:

- n** perform assigned tasks and responsibilities efficiently and effectively as required by the credentialing agency
- n** analyze personal performance in relation to established standards
- n** demonstrate basic competencies

Module CTR 3110: Project 3A

Module CTR 3120: Project 3B

Module CTR 3130: Project 3C

Module CTR 3140: Project 3D

Module CTR 3150: Project 3E

Level: Advanced

Theme: Career Extensions

Prerequisite: None

Module Description: Students, through projects, extend and enhance competencies developed in the Career Transitions strand or Career and Technology Studies strands to contexts that are personally relevant.

Module Learner

Expectations: The student will:

- n** propose, manage and assess a project
- n** meet goals as defined within the project plan
- n** demonstrate basic competencies.

Experience the real thing! Leadership students learn to succeed by organizing meaningful, real-life events. Modules focus on developing good communication skills, setting goals, project planning, meeting skills, leadership development and organizational techniques.

CAREER OPPORTUNITIES:

- n** Good leaders are found in all walks of life wherever strong organizational and public relation skills, problem solving and public speaking abilities are needed.
- n** Academic disciplines seek out their leaders and reward them
- n** Large corporations recognize and support the development of new leaders within their companies
- n** Student leaders are recognized for their varied accomplishments by educational administrators, teachers and their peers.

Structure of the Course:

The leadership class will be offered to all students attending Wainwright High School. It will run as a full year course offered every other day at 7:30 a.m. - 8:30 a.m. Classes will alternate working on group projects and covering the academic units in the course.

Term Evaluation:

Leadership Journal:	20%
Assignments and Tests:	30%
Module Evaluation Criteria	50%

There will be a final exam in this course and it will be based on the theory modules taken.

Year End Mark:

Year's Work:	75%
Final Exam:	25%

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:

Date: _____

Time dedicated: in/out (of class) List hours and/or minutes

Details: _____

Total Time: _____

Chairman's signature: _____

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:

January 18/02
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.