

LEADERSHIP

Grades 11, 12

I. COURSE PURPOSE

This course is designed to develop personal leadership skills and an understanding of group processes in a democratic society. It seeks to foster in students a better understanding of themselves and their capacity for leadership; to create an understanding of the importance of leadership in a democratic society; and to prepare students to assume leadership roles in the school and community.

II. OBJECTIVES

The student will be able to:

Unit: Self Awareness

1. Identify the relationship of self-esteem to success.
2. List the ingredients for positive self-image.
3. Identify steps for building self-esteem.
4. Identify his/her individual strengths and values.
5. Clarify which aspirations she/he wants to focus on.
6. Identify the relationship between self-talk, emotions and behavior.

Unit: Goal Setting

1. Explain the benefits of goal setting.
2. Describe the elements necessary for effective goal setting.
3. Demonstrate how to clearly define goals.
4. Define comfort zones.
5. Understand how to overcome comfort zone barriers to achieve goals.
4. Recognize, reaffirm and set priorities for short and long term goals.

Unit: Problem Solving

1. List the steps involved in problem solving.
2. Apply the problem solving process to group and individual problems.
3. Develop a step-by-step process to work toward accomplishing desired solutions to problems.
4. Recognize blocks to creative problem solving.
5. Explain the steps involved in consensual decision making.

Unit: Creative Thinking

1. Define creative thinking.
2. Identify attitudes that stifle creativity.
3. Demonstrate the mind mapping technique.
4. Practice techniques for fostering creative thinking.
5. Explain the steps involved in brainstorming.
6. Participate in and lead creative brainstorming sessions.

Unit: Communication

1. State the basic elements of communication.
2. Explain how individual perceptions influence communication.

3. Recognize non-verbal methods of communication.
4. List the five components that contribute to effective interpersonal communication.
5. Identify assertive, passive and aggressive behavior.
6. Explain the consequences of aggressive, passive and assertive behavior.
7. Assess his/her own skills of self-expression.
8. Respond assertively in a variety of situations.
9. Express disappointment, annoyance or anger using "I messages."
10. Apply conflict resolution techniques to solve disputes.
11. List ways to dispute counter-productive attitudes and beliefs.
12. List 10 guidelines to being a better speaker.
13. List 10 guidelines to being a better listener.
14. Recognize blocks to communication.
15. Develop effective publicity materials.
16. Demonstrate a working knowledge of public speaking skills through participation in class discussion, simulations, oral reports and presentations.

Unit: Meeting Skills

1. State the general principles for successful meetings.
2. Prepare the agenda for a meeting according to established procedure.
3. Identify common problems in the meeting process.
4. Demonstrate a working knowledge of parliamentary procedure.
5. Explain advantages and disadvantages of using parliamentary procedure.
6. Identify situations when alternatives to parliamentary procedure would be preferable.
7. Demonstrate a working knowledge of interactional discussion techniques for conducting meetings.
8. Explain the purposes of committees.
9. Differentiate between standing, special and executive committees.
10. Serve as chairperson for various committees.

Unit: Organization

1. Apply time management techniques.
2. Identify steps for reducing stress.
3. List the steps involved in successful project planning.
4. Break large tasks into manageable steps.
5. Prepare a timeline of tasks to be completed for the successful execution of a project.
6. Utilize delegation techniques to maximize effectiveness.
7. Accept responsibility for seeing a project through to completion.
8. Explain the benefits of evaluation.
9. List 10 evaluation devices.
10. Apply the methods of evaluation to determine the strengths and weaknesses of a program or activity.

Unit: Leadership Styles

1. Define leadership.
2. List 10 qualities of an effective leader.
3. Explain the differences between autocratic, democratic, and laissez-faire leadership styles.
4. Explain the situational leadership model.

5. Identify which leadership style is most appropriate for a given situation.
6. Identify current or former leaders and explain their leadership style.
7. Identify the different types of power bases.
8. Explain the difference between authority and influence.

Unit: Group Dynamics

1. Describe the four development phases necessary for a functioning group.
2. Identify the qualities of an effective group.
3. List steps to take to nurture positive group interactions.
4. Lead and participate in boundary breaking activities.
5. Explain the difference between a group and a team.
6. Recognize situations that call for team rather than group behavior.
7. Explain techniques for building a team from a group.

Unit: Social Issues

1. Be familiar with various social issues in our community.
2. Complete reaction papers based on information presented by guest speakers.
3. Plan and participate in community service projects related to social issues studied.

III. MATERIAL

"Leadership" -- a collection of selected materials compiled for the course.

IV. INSTRUCTIONAL ACTIVITY

- A. Small group discussion
- B. Role playing
- C. Simulations
- D. Lecture
- E. Individual conferences
- F. Community service activities

V. STUDENT OUTCOMES ASSESSMENT

- A. Written exams and quizzes over course material
- B. Class participation
- C. Project planning
- D. Completion of class assignments
- E. Oral report on contemporary leader
- F. Book review

For more information contact:

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