

Curriculum Standards and Indicators

Leadership and Teamwork

Developing Knowledge of Self and Others

A. Understand that knowledge of self and others is the foundation of leadership.

1. Evaluate personal self-image.
 - A101 Compare one's own interests, values, and skills with those of selected effective leaders.
 - A102 Evaluate one's own desire for leadership roles in the local, state, national, and world communities.
 - A103 Define ways to capitalize on individual strengths and improve areas of personal weakness.
2. Evaluate personal behaviors.
 - A201 Recognize the ongoing benefits of self-analysis.
 - A202 Evaluate one's decisions and actions in terms of short- and long-term consequences.
 - A203 Evaluate one's behaviors in terms of their positive or negative effects on others.
 - A204 Apply self-management techniques.
3. Use knowledge of others to improve one's leadership skills.
 - A301 Create strategies to utilize the strengths and diminish the limitations of group members.
 - A302 Demonstrate ways to organize and delegate responsibilities.
 - A303 Encourage ideas, perspectives, and contributions of all group members.
 - A304 Use leadership skills to encourage cooperation and collaboration among groups with different needs and concerns.

Defining Leadership

B. Understand how characteristics, relationships and context interact in leadership roles.

1. Analyze the characteristics of leaders.
 - B101 Identify and discuss effective leadership qualities, such as integrity and wisdom (in addition to setting of limits, tolerance, self-reliance, initiative, charisma, competence, honesty, care for others, civility, fairness, responsibility, courage, and reliability).

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- B102 Explain how leadership traits apply to many aspects of life, such as economic and political systems, scientific discoveries, mathematical reasoning, and artistic endeavors.
 - B103 Examine leadership theories that explore different styles/types of leadership.
2. Analyze the complex relationship between the leader and the follower.
 - B201 Critically analyze situations in which followers become leaders.
 - B203 Analyze and understand the dynamic relationship between the leader and the follower.
 3. Evaluate the role of context in the process of leadership.
 - B301 Analyze the influence of different contexts on leadership, such as gender, ethnicity, political affiliation, religion, and socio-economics.
 - B302 Understand that as contexts change, leaders may become followers, and followers may become leaders.
 - B303 Evaluate the effects of changing situations upon leadership roles in the family, classroom, school, community, state, nation, and world.

Developing Leadership Skills and Practices

C. Understand the functions of effective leadership.

1. Communicate effectively in pairs, small groups, teams, and large groups.
 - C101 Suspend judgment until all ideas are expressed.
 - C102 Interpret and synthesize ideas.
 - C103 Present personal ideas as well as those of others in a clear, concise, and effective manner.
 - C104 Balance personal expression with others' contributions.
 - C105 Distinguish between fact and opinion.
 - C106 Work toward consensus in heterogeneous groups.
 - C107 Facilitate the mediation of conflict.
 - C108 Motivate team members individually and collectively to collaborate to achieve a common purpose.
2. Analyze and refine decision-making skills.
 - C201 Implement, monitor progress toward, and evaluate solutions.
 - C202 Support group decisions.
 - C203 Adjust group decisions according to changes within or outside the group.

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C204 Refine skills in parliamentary procedure to facilitate meetings or discussions.

3. Evaluate the relationship between personal vision and the group vision.

C301 Present one's personal vision to a group, using persuasive techniques.

C302 Compare one's personal vision with that of a group.

C303 Recognize the necessity for compromise in various leadership situations.

C304 Motivate others to act according to the group's vision.

Practicing Leadership

D. Understand how leadership can be demonstrated at the workplace.

1. Analyze leadership at the workplace

D101 Identify leadership positions and opportunities at the workplace.

D102 Assess the leadership qualities of various leaders at the workplace

D103 Identify experience and educational preparation necessary for assuming leadership positions at the workplace

2. Practice leadership through CTSO activities.

D201 Evaluate needs within the school, local community, state and nation.

D202 Set goals for a CTSO activity.

D203 Develop a plan to achieve the established goals for the CTSO activity.

D204 Build teamwork among CTSO activity participants.

D205 Demonstrate effective decision making.

D206 Manage conflict within the CTSO activity.

Adapted from "Linking Leadership and Instruction: A Leadership Development Curriculum for Virginia Public Schools." Virginia Board of Education, August, 2003.

Curriculum Standards and Indicators

Leadership and Teamwork – LT A1

Topic	Developing Knowledge of Self and Others
Performance Indicator	A. Understand that knowledge of self and others is the foundation of leadership.
Standard	1. Evaluate personal self-image.
SCANS	Thinking Skills 7, 12; Personal Qualities 14, 16, 17
Show-Me Standards	1.6; 1.10; 4.3; SS6
Objectives	<p>A101 Compare one’s own interests, values, and skills with those of selected effective leaders.</p> <p>A102 Evaluate one’s own desire for leadership roles in the local, state, national, and world communities.</p> <p>A103 Define ways to capitalize on individual strengths and improve areas of personal weakness.</p>
Sample Activities	<p>Write a paragraph describing how you think a certain leader was as a student your age. 1. What do you suppose were their strengths and weaknesses? 2. How do those compare with how you see yourself as a potential leader? Share your paragraph and answer to question 1 with the class. Keep your response to question 2 for your future reference.</p> <p>List three leadership positions at the local, state or national levels. What are the benefits and disadvantages of each? Discuss your answers with the class.</p> <p>Read a biography of a leader of your choice. Write a book report to share with the class. Include the characteristics which you think contributed to their leadership success.</p>

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Leadership and Teamwork – LT A2

Topic	Developing Knowledge of Self and Others
Performance Indicator	A. Understand that knowledge of self and others is the foundation of leadership.
Standard	2. Evaluate personal behaviors.
SCANS	Resources 4; Interpersonal 9; Personal Qualities 14, 16
Show-Me Standards	1.2; 3.5; 4.3; SS6
Objectives	<p>A201 Recognize the ongoing benefits of self-analysis.</p> <p>A202 Evaluate one’s decisions and actions in terms of short- and long-term consequences.</p> <p>A203 Evaluate one’s behaviors in terms of their positive or negative effects on others.</p> <p>A204 Apply self-management techniques.</p>
Sample Activities	<p>Write a brief case problem where the actions of one employee at work had a negative impact on another. Describe the reason for the action and how the situation could have been handled differently. Share the case study with the class.</p> <p>Identify a decision you made three or four years ago that affects your life today. Were you aware of the potential long term effect at the time you made the decision? Would you make the same decision again? What could have caused you to make a different decision, and how would your life be different now if you had? Write your responses in a personal journal for your own reference.</p> <p>Create a time or financial budget. Identify where you want to make improvements to meet your goals. Record your time or money expenditures for a month and report on how your expenditures matched your budget.</p>

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Leadership and Teamwork – LT A3

Topic	Developing Knowledge of Self and Others
Performance Indicator	A. Understand that knowledge of self and others is the foundation of leadership.
Standard	3. Use knowledge of others to improve one's leadership skills.
SCANS	Resources 4; Interpersonal 9, 13, 14
Show-Me Standards	1.10; 2.3; 3.3; 4.1; 4.6; CA6; SS6
Objectives	<p>A301 Create strategies to utilize the strengths and diminish the limitations of group members.</p> <p>A302 Demonstrate ways to organize and delegate responsibilities.</p> <p>A303 Encourage ideas, perspectives, and contributions of all group members.</p> <p>A304 Use leadership skills to encourage cooperation and collaboration among groups with different needs and concerns.</p>
Sample Activities	<p>Lead a brainstorming session on ideas for a community service project. After the session have the group members critique the process in a discussion format.</p> <p>Create an organizational chart for a fund raising project. Assign class members to the various positions. Provide a brief explanation of your rationale for the assignments. Submit your chart to the teacher.</p> <p>Conduct a role play exercise where you are the city mayor and two groups having different opinions about the building of a new fire house. Lead the meeting so that both groups provide their side, identify common ideas, and areas of conflict.</p>

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Leadership and Teamwork – LT B1

Topic	Defining Leadership
Performance Indicator	B. Understand how characteristics, relationships and context interact in leadership roles.
Standard	1. Analyze the characteristics of leaders.
SCANS	Information 7; Interpersonal 10, 12; Basic Skills 6
Show-Me Standards	1.8; 1.10; 4.1; SS6
Objectives	<p>B101 Identify and discuss effective leadership qualities, such as integrity, wisdom, initiative, charisma, responsibility, and courage.</p> <p>B102 Explain how leadership traits apply to many aspects of life, such as economic and political systems, scientific discoveries, mathematical reasoning, and artistic endeavors.</p> <p>B103 Examine leadership theories that explore different styles/types of leadership.</p>
Sample Activities	<p>Select someone you consider to be a leader, and identify what qualities there are about that person which you believe make them an effective leader. Share your ideas in a class discussion.</p> <p>Identify three situations which might require different leadership styles. Describe the style you think would be most effective in that situation and why.</p> <p>Create a list of local and state leadership positions. Describe the leadership qualities which you think are particularly important for each position. Share your list in a class discussion.</p>

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Leadership and Teamwork – LT B2

Topic	Defining Leadership
Performance Indicator	B. Understand how characteristics, relationships and context interact in leadership roles.
Standard	2. Analyze the complex relationship between the leader and the follower.
SCANS	Resources 4; Information 5; Interpersonal 12; Systems 15; Thinking Skills 12
Show-Me Standards	1.10; 3.5; 4.3; SS6
Objectives	<p>B201 Critically analyze situations in which followers become leaders.</p> <p>B202 Analyze and understand the dynamic relationship between the leader and the follower.</p>
Sample Activities	<p>Read a biography of a national leader. In a report describe the situation that led that person to assume a leadership role and what characteristics made them successful in that role. Present your information to the class.</p> <p>Identify someone at school you consider a leader. Keep a journal for one week in which you enter your observations about positive and negative leadership actions taken by that person. At the end of the week summarize your observations in a short paper submitted to your teacher.</p> <p>Prepare a skit with members of your class which demonstrates the role the leader plays in building or destroying morale among the group. When you perform the skit ask the audience to summarize the main points of the skit.</p>

Curriculum Standards and Indicators

Leadership and Teamwork – LT B3

Topic	Defining Leadership
Performance Indicator	B. Understand how characteristics, relationships and context interact in leadership roles.
Standard	3. Evaluate the role of context in the process of leadership.
SCANS	Information 7; Interpersonal 14; Systems 16; Thinking Skills 8
Show-Me Standards	1.1; 1.9; 1.10; 4.3; SS2, SS6
Objectives	<p>B301 Analyze the influence of different contexts on leadership, such as gender, ethnicity, political affiliation, religion, and socio-economics.</p> <p>B302 Understand that as contexts change, leaders may become followers, and followers may become leaders.</p> <p>B303 Evaluate the effects of changing situations upon leadership roles in the family, classroom, school, community, state, nation, and world.</p>
Sample Activities	<p>Prepare a poster of famous leadership quotes. Explain the quote and your reason for selecting it in a class presentation.</p> <p>Form teams to conduct a simple leadership exercise. Take turns being the team leader. How did each leader perform differently? How did the leadership change as people learned from the previous leader? Share your ideas in a class discussion.</p> <p>Identify a national issue. In a class discussion describe how that issue is changing the leadership requirements of those who deal with that issue.</p>

Curriculum Standards and Indicators

Leadership and Teamwork – LT C1

Topic	Developing Leadership Skills and Practices
Performance Indicator	C. Understand the functions of effective leadership.
Standard	1. Communicate effectively in pairs, small groups, teams, and large groups.
SCANS	Resources 4; Interpersonal 9, 12, 13, 14; Basic Skills 9; Personal Qualities 15
Show-Me Standards	2.1; 2.3; 3.5; 3.7; 3.8; 4.6
Objectives	<p>C101 Suspend judgment until all ideas are expressed.</p> <p>C102 Interpret and synthesize ideas.</p> <p>C103 Present personal ideas as well as those of others in a clear, concise, and effective manner.</p> <p>C104 Balance personal expression with others' contributions.</p> <p>C105 Distinguish between fact and opinion.</p> <p>C106 Work toward consensus in heterogeneous groups.</p> <p>C107 Facilitate the mediation of conflict.</p> <p>C108 Motivate team members individually and collectively to collaborate to achieve a common purpose.</p>
Sample Activities	<p>Conduct a panel discussion on an issue of importance in your school. Ask the audience and panel members to critique your skill in leading the discussion.</p> <p>Attend a school board or city council meeting. In a brief report to the class note the role of leadership in conducting the business of the meeting, how members conducted themselves in discussing the issues, and how conflicts were resolved.</p> <p>Describe the difference between a boss and a leader in a written report. Cite examples of both from the workplace and your personal life. How are they the same? How are they different?</p>

Curriculum Standards and Indicators

Leadership and Teamwork – LT C2

Topic	Developing Leadership Skills and Practices
Performance Indicator	C. Understand the functions of effective leadership.
Standard	2. Analyze and refine decision-making skills.
SCANS	Interpersonal 9, 12, 13; Systems 16, Thinking Skills 9
Show-Me Standards	3.2; 3.3; 3.7; 3.8; 4.5; SS3
Objectives	<p>C201 Implement, monitor progress toward, and evaluate solutions.</p> <p>C202 Support group decisions.</p> <p>C203 Adjust group decisions according to changes within or outside the group.</p> <p>C204 Refine skills in parliamentary procedure to facilitate meetings or discussions.</p>
Sample Activities	<p>Prepare an agenda and conduct a meeting using basic principles of parliamentary procedure.</p> <p>Create an activity chart for a specific school or work activity. Include activity goal, time lines, person(s) responsible, budget, and how the success of that activity will be evaluated. Share your chart with the class for critique and review. After revisions submit the chart to your teacher.</p> <p>Identify a decision made by your school board which affects you. What factors might change which would cause the school board to reconsider its decision? Share your ideas in a class discussion.</p>

Curriculum Standards and Indicators

Leadership and Teamwork – LT C3

Topic	Developing Leadership Skills and Practices
Performance Indicator	C. Understand the functions of effective leadership.
Standard	3. Analyze and refine decision-making skills.
SCANS	Interpersonal 9, 12, 13; Systems 16, Thinking Skills 9
Show-Me Standards	3.2; 3.3; 3.7; 3.8; 4.5; SS3
Objectives	<p>C201 Implement, monitor progress toward, and evaluate solutions.</p> <p>C202 Support group decisions.</p> <p>C203 Adjust group decisions according to changes within or outside the group.</p> <p>C204 Refine skills in parliamentary procedure to facilitate meetings or discussions.</p>
Sample Activities	<p>Prepare an agenda and conduct a meeting using basic principles of parliamentary procedure.</p> <p>Create an activity chart for a specific school or work activity. Include activity goal, time lines, person(s) responsible, budget, and how the success of that activity will be evaluated. Share your chart with the class for critique and review. After revisions submit the chart to your teacher.</p> <p>Identify a decision made by your school board which affects you. What factors might change which would cause the school board to reconsider its decision? Share your ideas in a class discussion.</p>

Curriculum Standards and Indicators

Leadership and Teamwork – LT D1

Topic	Practicing Leadership
Performance Indicator	D. Understand how leadership can be demonstrated at the workplace.
Standard	1. Analyze leadership at the workplace
SCANS	Information 5; Thinking Skills 12
Show-Me Standards	1.2; 1.6; 3.5; 4.3; SS6
Objectives	<p>D101 Identify leadership positions and opportunities at the workplace.</p> <p>D102 Assess the leadership qualities of various leaders at the workplace</p> <p>D103 Identify experience and educational preparation necessary for assuming leadership positions at the workplace</p>
Sample Activities	<p>Prepare an organizational chart for your workplace up to the highest level. Include the name of the person in each position on the chart.</p> <p>Describe the career path for promotion at your workplace. What education and experience is required for each step? Share your information with the class.</p> <p>Create a list of leadership characteristics important for leadership positions at your workplace. Complete the checklist for two formal or informal leaders at your workplace. Describe what they could do to become better leaders in a short report. Submit your checklists and report to your teacher.</p>

Curriculum Standards and Indicators

Leadership and Teamwork – LT D2

Topic	Practicing Leadership
Performance Indicator	D. Understand how leadership can be demonstrated at the workplace.
Standard	2. Practice leadership through CTSO activities.
SCANS	Resources 1, 2, 3, 4; Interpersonal 12; Personal Qualities 13, 17
Show-Me Standards	1.3; 2.3; 3.6; 3.7; 3.8; SS3
Objectives	<p>D201 Evaluate needs within the school, local community, state and nation.</p> <p>D202 Set goals for a CTSO activity.</p> <p>D203 Develop a plan to achieve the established goals for the CTSO activity.</p> <p>D204 Build teamwork among CTSO activity participants.</p> <p>D205 Demonstrate effective decision making.</p> <p>D206 Manage conflict within the CTSO activity.</p>
Sample Activities	<p>Lead a group of younger students in a school or community activity (church group, scouts, mentoring program, etc.) Describe your experiences to the class.</p> <p>Assume leadership for all or part of a CTSO activity. Plan, organize, conduct and evaluate the activity. Describe your leadership successes and areas needing improvement in a brief written report.</p> <p>Analyze a business decision making case study. Prepare your response to include description of the situation, possible solutions, your recommended solution, and the rationale for your recommendation. Present your response to the class.</p>

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Resources

American Experience - Citizen King

<http://www.pbs.org/wgbh/amex/mlk>

American Experience - Fidel Castro

<http://www.pbs.org/wgbh/amex/castro/index.html>

American Experience - The Presidents

<http://www.pbs.org/wgbh/amex/presidents>

American Experience - Woodrow Wilson

<http://www.pbs.org/wgbh/amex/wilson>

American Masters

<http://www.pbs.org/wnet/americanmasters>

American Leaders Speak

<http://memory.loc.gov/ammem/nfhtml/nfhome.html>

This Library of Congress collection houses over fifty sound recordings of speeches by American leaders from 1918-1920.

Ask Eric Education Information

<http://www.askeric.org>

This is a personalized Internet-based service providing information (including lesson plans) to teachers, librarians, counselors, administrators, parents, and anyone interested in education.

CivicQuest. Learning Leadership: A Curriculum Guide for a New Generation, Grades K-12.

College Park, MD: Center for Political Leadership and Participation, 1996.

This work includes a practical classroom guide to the presentation of leadership, including a model high school course "Foundations in Leadership," as well as lessons and activities for teaching leadership in all grades.

Covey, Sean. The 7 Habits of Highly Effective Teens. New York: Simon and Schuster, 1998.

Covey provides a "step-by-step guide to help teens improve self-image, build friendships, resist peer pressure, achieve their goals, get along with parents, and much more."

DECA

www.deca.org

Fiscus, L. Leadership Curriculum Guide: National Leadership Camp. Reston, VA: National Association of Secondary School Principals, 1995.

This guide covers all aspects of developing qualities of leadership in students, with chapters on self-awareness, leadership styles and characteristics, goal-setting, organization, communication, effective meetings, decision-making, group process, conflict resolution, promoting pluralism, evaluation, leadership workshops, and icebreakers.

Hickman, G. R., and A. Creighton-Zollar. Teaching Leadership for a Diverse Society. Richmond, VA: University of Richmond, 1996.

A support for including diversity in an introductory leadership course, this publication presents relevant classroom resources such as readings, videos, exercises, activities, and handouts.

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Hugh O'Brien Youth Leadership

<http://www.hoby.org>

HOBY's mission is to seek out, recognize, and develop leadership potential commencing with high school sophomores.

Independent Lens - A Touch of Greatness

<http://www.pbs.org/independentlens/touchofgreatness>

Kinlaw, D. Handbook of Leadership Training Activities: 50 One-Hour Designs. New York: McGraw-Hill, 1998

This handbook provides training activities addressing the following ten leadership functions: leading by visioning, leading through commitment, satisfying the customer, coaching, developing human resources, leading teams, managing work processes, managing change, managing projects, and measuring performance.

Linking Leadership to Instruction

A Leadership Development Curriculum for Virginia Public Schools Virginia Board of Education

<http://www.pen.k12.va.us/VDOE/Instruction/leadership/>

MarkEd/Career Paths Resource Center P.O. Box 12279 Columbus, OH 43212-0279800-448-0398

www.mark-ed.com

SkillsUSA VICA. Leadership Handbook. Leesburg, VA: SkillsUSA VICA, 1999. A national handbook for SkillsUSA VICA student organization, this resource includes sections on membership; local chapters and ceremonies; professional development; and constitutions, bylaws, and policies.

Student Leadership Practices Inventory, Student Workbook James M. Kouzes, Barry Z. Posner ISBN: 0-7879-4425-4 Paperback, 32 pages, July 1998, Jossey-Bass

The Student Leadership Institute

<http://www.slinstitute.org>

SLI is a non-profit corporation whose mission is "to nurture a deep understanding of leadership and its responsible application with a commitment to business and community development."

Unforgivable Blackness - The Rise and Fall of Jack Johnson:

<http://www.pbs.org/unforgivableblackness>

What Makes a Good Leader?

<http://www.alumni.hbs.edu/bulletin/2001/february/leader.html>

The Harvard Business School Bulletin published a short article in the February 2001 issue about the qualities of a good leader: integrity, creativity, vision, judgment, communication, knowledge, honesty, passion, and charisma.