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Leadership Education and Secondary Schools: A Curricular Perspective

by

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1. INTRODUCTION

It has entered the political realm in the form of "the green party" and "the libertarian party." It has been abruptly introduced to corporate America via a spin-off commonly referred to as "downsizing." It is unavoidable in the world of technology as exemplified by the internet and Netscape. CHANGE. The emphasis placed on this concept is increasing exponentially. As indicated above, the past few years alone have exposed this concept within many different contexts--to the point where Americans are becoming desensitized to the dramatic effects it can create. Along with its ubiquity comes vitally important questions that must be asked. Will today's youth be ready for the challenges that await them tomorrow? How can we encourage our young people--the future of our country, to participate and assume the responsibility of leadership in a constantly changing world? How do we empower them to let their voices be heard--to be proactive leaders of, and involved members in, the very communities in which they live? A rather daunting task, but one that can no longer be ignored. Educators across the country must recognize the significance of these issues and their relevant application to the traditional methods and content of our current educational system.

As is the case with any type of problem, the first step is not to act upon it, but rather to understand it. Why do we need more and better leaders? John Gardner, through his extensive research on the matter and coupled with his vast experience in working with not only six
presidents, but various military officials, university presidents, school superintendents, bankers, scientists, union workers, and community leaders, offers the following explanation:

We are faced with immensely threatening problems—terrorism, AIDS, drugs, depletion of the ozone layer, the threat of nuclear conflict, toxic waste, the real possibility of economic disaster. Yet on none of the items listed does our response acknowledge the manifest urgency of the problem. We give every appearance of sleepwalking through a disastrous passage of history. We see the life threatening problems, but we do not react. We are anxious but immobilized. I do not find the problems themselves as frightening as the questions they raise concerning our capacity to gather our forces and act... to mobilize the required resources and to bear what sacrifices are necessary calls for a capacity to focus our energies, a capacity for sustained commitment.¹

The present status of our society concerning the number and magnitude of problems we face is no different than in past eras. Our prior travels have encountered many different hardships: in medicine, there was small-pox and polio; in science, the debate centered on the development of nuclear weapons; the economy saw a stock market crash and an ensuing depression; foreign affairs experienced tension both abroad (Cuban Missile Crisis), and at home (the Vietnam War); and socially, we struggled with equal rights based not only on race, but gender as well. All of these dilemmas posed a threat to the stability and freedom we have all grown to cherish. And they are the same types of problems we face today. The difference, then, is not of content or context, but of character. It is here, in analyzing our character, that we must rediscover our ability and willingness to address the predicaments affecting all of us. Thus, the primary goal of this project is to do exactly that. To not only acknowledge the current leadership crisis we are experiencing, but to take steps toward ending it through the development of new and more effective leaders. In working with the Center for Leadership, Government, and Global Economics at Douglas Freeman High School (Richmond, VA), we have designed a comprehensive, four-year
leadership curriculum to be taught to these and other high school students. To accomplish this goal, it is necessary to focus upon the youth, our future leaders, and provide them with an academic environment that promotes and facilitates the development of skills and qualities considered essential for all leaders.
II. LITERATURE REVIEW

*Individuals in all segments and at all levels must be prepared to exercise leaderlike initiative and responsibility, using their local knowledge to solve problems at their level. . . Fortunately, the development of leaders is possible on a scale far beyond anything we have ever attempted.*

John W. Gardner
From "A Cry for Leadership"²

One of the most common misconceptions with regard to the field of leadership is that while it may be recognizable, it cannot be taught. Skeptics argue based on the premise that both historical and present day leaders all share an innate quality that inevitably has them assuming leadership roles. If asked to give an explanation for the leadership crisis we are presently experiencing, how would these same critics respond? In order to remain consistent with their argument, it seems a scientific explanation of traits (rationalization?) would ensue. It would follow, then, stating if leadership truly is an innate quality, then the only seemingly logical explanation for our present "leadership gap" is that of a genetic shortcoming. Thus, the very skeptics that question the legitimacy of studying leadership must support a theory relating a trend of genetic deficiencies to our lack of leadership today. But, is this explanation really certifiable?

While there is very little, if any information supporting a current drought of "the leadership gene," the plethora of leadership programs and course offerings springing up across the country lends substantial support to the assertion that leadership can, in fact, be taught. Dr. J. Thomas Wren, Associate Professor of Leadership at the Jepson School of Leadership Studies, asserts,
"The teaching of leadership is of fundamental importance if the schools, colleges, and universities of this country are to produce citizens capable of confronting and resolving complex problems which will face tomorrow's society." While Wren has rather boldly professed the value of teaching leadership to our current generation of students, he is not alone in this assertion.

Another established leadership scholar that believes leadership can and should be taught is Joseph Rost. He lends tremendous weight to this argument due to his extensive background as both a leader and educator. Rost is currently a professor of leadership and administration in the School of Education at the University of San Diego. In addition to his education background, Rost is a proven leader. He has served as a superintendent of schools, and has inaugurated a doctoral program in leadership at USD. As a result of his background and research in these areas, Rost believes that many of the problems our nation currently faces have developed out of a lack of effective leaders. In a speech given at the 1993 National Leadership Education Conference, Rost summarizes the conclusions of his book, *Leadership for the Twenty-First Century*. The most notable of these is his assertion that our shortage of leaders is a result of the absence of any type of school that teaches leadership:

The third issue I wrote about in *Leadership for the Twenty-First Century* is our failure to develop a school of leadership that integrates what we know about leadership and enables people (scholars, trainers and developers, and practitioners) to make coherent sense of the nature and practice of leadership. Not having developed a school of leadership for the 20th century, it is impossible to reconstruct our understanding of leadership to develop a new school of leadership for the 21st century. If we don't have our act together to articulate a 20th century school of leadership, I don't see how we can get our act together to articulate a 21st century school of leadership.

Rost appears almost desperate in his plea to recognize the importance of studying leadership within a formal context. Furthermore, the urgency of his message illustrates the time for creating
a standard by which to study leadership is now.

In defining what makes a person an effective leader, factors including the leader's ability to empower others, communicate a shared vision, demonstrate productive problem-solving, listen well, remain committed and caring, and behave ethically inevitably arise. What skeptics of leadership fail to realize is that these descriptions are of human behaviors, not inborn qualities. It is behaviors like these that leadership educators should seek to recognize and develop in their students. As John Gardner asserts, "Of what leaders have that enables them to lead is learned. Leadership is not a mysterious activity. It is possible to describe the tasks that leaders perform." If we can grow comfortable in believing this statement, the existing sublime image of leadership can be more accurately transformed into a vision of an attractive, important, and attainable discipline that will address our current leadership crisis.

Having established that leadership can and should be taught, the question remains, Can leadership be taught at the secondary level? In examining community-based programs with regard to positive youth development, the Carnegie Corporation (1992) reported the following contributions:

1. Providing opportunities for youth to engage in positive social relationships with peers and adults.
2. Teaching youth important life skills.
3. Offering youth opportunities to make contributions to their communities.
4. Providing youth with a sense of being part of a positive group experience.
5. Facilitating the sense of self-competence among youth.

Although these outcomes focused on "at risk" youth and were achieved in the context of communities, the implications can be applied to the formal educational setting as well. The Carnegie Report emphasizes that youth development should focus on the individual's ability to
form relationships with others, work in groups, get involved in the community, and develop a
sense of self-competence. These areas epitomize the study of leadership. As Richard Lerner
asserts in *America's Youth in Crisis*:

Clearly, given the multifaceted individual, interpersonal, and institutional character of
these attributes, neither one person nor a single institution (e.g., the family) can be
charged with sole responsibility in promoting the positive development of youth. Thus,
all segments... must collaborate in the raising of our nation's youth.⁷

If developing our nation's youth is truly a collaborative effort involving many different institutions,
then surely the educational sector must assume some type of responsibility for preparing
adolescents to be responsible and productive citizens. Lerner implies that if our schools are to aid
in providing students with the skills deemed necessary by the Carnegie Corporation (1992), the
process lends itself quite naturally to the study of leadership.

In establishing an effective model of leadership education at any level, there are two main
components that significantly influence and complement one another and therefore should be
considered together. The first component considers all the factors that pertain to a successful
study of the concept of leadership. One leadership institution that recognizes the importance of
teaching people *for and about* leadership is the University of Richmond's Jepson School of
Leadership Studies. The designers of this curriculum recognize that teaching leadership "requires
a multidisciplinary program."⁸ The faculty stems from many different academic disciplines--
psychology, history, sociology, political science, education and others. In addition to the diversity
of professors, various methods of instruction are used to create a highly innovative and
challenging atmosphere of learning. The common theme that binds these approaches together is a
commitment to help students "acquire freshly synthesized conceptual frameworks that guide
critical thinking and inform the practice of leadership in relevant contexts."⁹
As stated previously, the Jepson School believes any curriculum examining the study of leadership should place a strong emphasis on learning both inside and outside of the classroom. Thus, a student of leadership studies should be consistently exposed to an atmosphere of active and engaged learning. This component, experiential learning, includes internships, service-learning projects, organizational simulations, student-teaching responsibilities and other in-depth projects and assignments. A workshop conducted by Dr. Richard Couto at the 1996 National Leadership Education Conference revealed that the experiential learning aspect of leadership education allows the student to test, firsthand, the applicability and relevant importance of the concepts and theories learned in class to the outside, "real world." Based on Couto's findings, a successful experiential (service) learning endeavor is likely to contain the following attributes:

1. engages people in responsible and challenging actions for the common good
2. provides structured opportunities for people to reflect critically on their service experience
3. articulates clear service and learning goals for everyone involved
4. allows for those with needs to define those needs
5. clarifies the responsibilities of each person and organization involved
6. matches service providers and service needs through a process that recognizes changing circumstances
7. expects genuine, active, and sustained organizational commitment
8. includes training, supervision, monitoring, support, recognition, and evaluation to meet service and learning goals
9. insures that the time commitment for service and learning is flexible, appropriate, and in the best interest of all involved
10. is committed to program participation by and with diverse populations

In sum, the actual methods and contexts of learning for and about leadership are limited only by the creativity of the curriculum developer and/or teacher. Regardless of the activities selected, combining a holistic mixture of organization, implementation, and reflection, will enable the student to gain a deeper understanding of the concepts studied, particularly in relation to their
own personal makeup.

The second component of an effective model of leadership education involves a clear understanding of the student's own development process and status at the time the leadership education is introduced. Therefore, prior to the development of any curricula, the creator must target a specific audience. As our goal was to develop a curriculum for high school students, we needed to analyze this age group with respect to the influence leadership education would have on their own personal growth.

Since children go through many different stages of development, and each stage contains its own unique needs and desires, it is essential that these are taken into consideration throughout the development of the leadership curriculum. The 1989 Report on Adolescent Development provides useful information concerning this process. It specifies five areas that a student will develop leading up to their high school years:

1. The student will develop into a critical thinker, capable of reflecting on issues and problems, analyzing them, and developing solutions to them. The student will be able to express him or herself, as well as understand the expression of multiple cultures.

2. The student will develop a career oriented perspective, viewing work as a means of economic satisfaction and personal satisfaction/definition. Furthermore, the student will develop an unbiased approach to this endeavor with regard to race, gender, and ethnicity, as well as learn how to adapt to his or her constantly changing environment.

3. The student will develop into a responsible and productive citizen by contributing to the community. Personal values, convictions, and attitudes will also formulate.

4. The student will develop into an empathetic and ethically sound individual capable of accepting responsibility for his or her actions and understanding their implications to the surrounding environment. Again, an appreciation and respect for diversity will be incorporated into the student's value set.

5. The student will develop into a holistic and healthy person capable of maintaining his or her own personal well being through the development of appropriate coping skills.
In examining the youth's development from the perspective of leadership education, then, curriculum developers should consider the following conceptual areas: historical theories and applications, critical thinking, leadership of self and groups, ethics, and multiculturalism. In the 1996 Eisenhower Leadership Group's report on *Democracy at Risk: How Schools Can Lead*, Gary Crow and Robert Slater define the issue of leadership in schools as a systemic approach. They view the entire educational process as "one in which all units are linked," and leadership as "an interrelated system joined at all levels, with common purpose." If this is indeed the case, then a collaborative approach toward the different factors influencing the process of leadership is necessary. Teaching students about the many different leadership theories, contexts, and competencies assures them that they will be thoroughly prepared to assume virtually any leadership role. The Eisenhower Leadership Group furthers this explanation by stating that to learn leadership is to learn about democracy. They highlight several outcomes of this approach:

1. confirms that to collaborate is to prepare for civic engagement
2. empowers even those with few resources
3. enables students to discover they are worthy and competent

Again, in order to effectively teach leadership, students must be immersed in an environment that is conducive to the many contributing factors affecting the study and practice of leadership. It should be noted that there are many different ways to implement these concepts, including the development of a curriculum specifically for leadership education or infusing leadership into multiple courses currently existing in the school's curricula.

Having established that leadership can be taught at the secondary level, the next step seeks to discover the specific curricular components that should be taught. In order to adequately
design a leadership curriculum, it is essential to recognize and focus upon desired outcomes.

Before revising the Jepson School of Leadership Studies' introductory course, *LDSP 201: Foundations of Leadership Studies*, Wren recognized the following general objectives:

I. The student should become comfortable with the concept of leadership.
II. The student should recognize the various "elements" of leadership.
III. The student should know something about the process of leadership.
IV. The student should have an increased awareness of the practice of leadership.
V. The student should have a clear sense of the purpose of leadership.
VI. The student should have begun to develop an awareness of his/her strengths and weaknesses as a leader, and to evolve a personal approach to leadership.
VII. The student should have enhanced powers of analysis, and increased capabilities in oral and written communication.14

Once these or any objectives have been established, they should act as a guiding light throughout the development process.

One of the first curricular components that any leadership program should seek is a clear understanding of the concept of leadership. Most students have an ambiguous grasp on the notion of leadership and subsequently lack the ability to apply it to their past experiences. By examining historical perspectives of leadership, students are introduced to various aspects and influential factors of the discipline while also gaining exposure to the many timeless qualities they will inevitably confront during their own leadership experiences. Aristotle, Plato, Tolstoy, Carlisle, and Lao Tsu all provide insight on the foundation of current leadership practice, but the selections to be used in this part of the curriculum are only limited by the creator's imagination.

Having examined the historical aspects of leadership, the obvious progression is to a more modern approach that will enable students to more clearly understand the current direction this field is heading in. Here, it is important that students familiarize themselves with current theory as
it relates to their own high school experiences. As many high school students find themselves in some type of leadership situation (student council, sports, club activities), this type of analysis will aid in forming their own ways of leading. A strong emphasis should be placed on the three main elements of leadership: leader, followers, and context. Curphy et al. provide an excellent starting point for this endeavor. They emphasize the interdependence of these elements and analyze the influence that each has on the leadership process. Without one of these elements, leadership cannot exist. In developing the students' proficiency on these components, they will become more effective participants in all leadership situations in which they find themselves involved. This section should conclude with James MacGregor Burns' idea of "transactional" and "transformational" leadership, as it has revolutionized the twentieth-century view of this field.

Another area of leadership that merits significant attention is an analysis of group dynamics and communication. Again, as all high school students find themselves a member of many different groups, it is important to provide them with information concerning how to be effectively involved in and communicate with these groups. Donelson Forsyth provides an in-depth examination of how groups interact, as well as the implications of both effective and ineffective group application. Fisher and Ellis lend additional insight on the subject of groups and introduce the factor of internal and external group communication. Finally, a study on leadership of groups will certainly revert back to further investigation of the element of followership. Here, Robert Kelly's research, particularly his development of the "five types of followers," will supply students with the necessary information needed to increase their ability to work in teams.

In designing a leadership curriculum, the aforementioned areas of (1) historical

modern
perspectives and theories and, (2) group dynamics and communication should be introduced rather early on in the student's lessons for several reasons. First, it is necessary to gain information on the subject before it can be thoroughly understood and/or examined. Second, as students today are exposed to an increasing emphasis on collaboration, the sooner they are exposed to factors influencing groups, the sooner they will be able to begin using this information to better their own quality of participation. Subsequently, it is now appropriate to make the significant distinction between leadership as a scholarly and an applied endeavor. Up to this point, the emphasis has been on the theoretical content of leadership. Having laid the groundwork of leadership, it is important next to further the learning process through the means of real-life application. There are a variety of different approaches the educator can take to achieve the practice of leadership. Sending groups out into the community to analyze an actual organization enables the students to "get their feet wet" and connect theory to practice. The groups can then lead the class in a discussion of their findings that will enlighten all students to the relevant application of their course of study. Additional activities include individual papers on a significant personal leadership experience, mentorship exercises that explicate servant and citizen leadership, and service-learning projects. While the idea of leadership as an applied endeavor has been introduced here in this stage of the curriculum, it is important to implement this method consistently throughout the course to complement the student's learning.

Having established a competency in the aforementioned areas, students should next be exposed to the impact of gender and diversity on leadership. As any course on leadership should be designed to be as holistic as possible, this section of the curriculum seeks to recognize the fact that leadership does not occur in a vacuum, but rather is influenced and undertaken by people of
many diverse (and often conflicting) backgrounds. One of the best ways of addressing this issue is to pose the question: What implications do variables of gender, race, and ethnicity have on a situation of leadership? One specific area that should be given consideration is the role of gender in leadership. As more and more women are filling leadership positions traditionally held by men, the debate has arisen concerning whether or not women lead differently than men. One approach to this debate is to read articles that seem to come to conflicting results. Two articles of this nature are by Judy B. Rosener and Virginia E. Schein. Additional information can be acquired through the work of Sally Helgesen and Jeanne Miller.

Once students have been exposed to the many different attitudes, beliefs, styles and actions of diverse people and cultures, an investigation into the issue of morality and ethics follows quite naturally. What is moral leadership? In what ways is the leader ethnically responsible to/for the followers? What are the ethical responsibilities of followers? What should one do when confronted with a moral dilemma? These are all intriguing questions that will inevitably spark a great deal of dialogue. In seeking the answers to these questions, educators should begin with an analysis of the major theories of moral development. As high school students find themselves in the midst of the rather dramatic formative stage of personal values, it is essential that this area is thoroughly covered in a sensitive manner. Relating personal beliefs and morality to real-life situations provides an opportunity to discuss the role of ethics in leadership in a way that won't embarrass the student. Examples include "The Parable of the Sadhu" and the PBS Frontline film "Remember My Lai" (1988). The idea of power and leadership should also be discussed during this section. French and Raven's "five types of power" is an excellent place to start covering this aspect.
III. METHODOLOGY

The challenge of developing a thorough and accurate leadership curriculum appropriate for high school students has been accepted by very few. Through our involvement with several area high schools and our undergraduate research at the University of Richmond's Jepson School of Leadership Studies, we have developed a broad knowledge base concerning the relevant connection between high school students, education and leadership. It is this knowledge that has guided and will continue to guide us toward our goal of developing a curriculum which educates teachers about the subject of leadership while offering leadership students the benefits of active learning and a structured course of study. One of our hypotheses for this project is that leadership is a process which can be adequately studied in a structured program to not only enhance an individual's potential to become a moral leader, but also to increase an individual's understanding of the leadership process. We have adopted this framework primarily from our education at the Jepson School of Leadership Studies and seek to use it as the backdrop for our high school leadership curriculum.

As the primary focus of this research project is to create a comprehensive, four year leadership curriculum for high school students that will meet the demands of their unique and dramatically changing world, it was necessary to form a specific agenda to guide us through this process. Subsequently, we have used applied action research as our primary method of analysis and solution development. Gerald Susman (1978), defines action research as "a general mode of inquiry that seeks to contribute to the practical concerns of people in a problematic situation and
to the goals of social science within a mutually acceptable ethical framework."

Because this type of research recognizes both a general problem and its specific implications in relation to a group of people, it is an extremely relevant method to use when considering the context in which we are engaged. Thus, the general problem we will address (insufficient curriculum preparing adolescents for their future's leadership demands), and the specific group of people it affects (the students enrolled in the Center for Leadership, Government, and Global Economics) will be undertaken via the lens of action researchers.

Successful implementation of this research method involves effective use of a cyclical process containing five phases. The first phase, diagnosing (or analysis) begins with recognizing a problematic situation. This phase was completed during the months of June, July, and August of 1996. At that point in time, Teresa Franson, the director of the Center for Leadership, Government, and Global Economics, expressed a dire need for a standard method of educating the students enrolled in this program. Subsequently, we adopted this need as the impetus for our research. Through a series of meetings with the faculty and staff, we obtained information regarding the current status of the center's curriculum, as well as recommendations for any future changes and additions. Defining into specific terms the deficiencies of the Center for Leadership, Government, and Global Economics and predicting future ramifications enabled us to bring clarity to an otherwise overwhelming and/or ambiguous problem.

The culmination of our 'preliminary research' resulted in a working hypothesis that "guides the collection of facts so that they may be organized into an integrated whole." For the purpose of this research project, our initial hypothesis was defined as the following: "The creation of a standard curriculum, as well as a consistent method of evaluation, will provide high school
students, faculty, and staff with a necessary, productive, and efficient vehicle through which to pursue the leadership education process." In order to make this hypothesis a reality, we recognized the importance of collaborating with all constituencies involved in, and affected by, our research efforts and final product. Consistent feedback was acquired, both formally and informally, beginning at this early stage and continuing throughout the entire process.

The second phase of action research is action planning. Having defined the problem and formulated a working hypothesis, the next step is to determine the different courses of action that can be adopted to solve the problem. In order to develop the best possible leadership curriculum, we looked first at what has already been established and attempt to gain an understanding of the impact it had on those studying it. We visited other established high school leadership programs and review current curricula. Additional methods were explored by consulting scholars in the area of leadership education to determine what has (and has not) worked for them in their past teaching experiences. Furthermore, we sought to gain ideas on possible methods through first-hand experimentation with the students at the Center for Leadership, Government, and Global Economics. This was obtained by teaching several two-hour lesson plans during the months of January, February, and March, 1997.

Once the alternative "plans of attack" have been examined, the next phase, action taking, begins. The action planning phase should end in the culmination of a wealth of information and ideas concerning how to develop a comprehensive leadership curriculum. The action taking phase involves selecting and implementing one or more of the alternatives discovered during the preceding phase. With regard to our specific project, the selection of the most appropriate and effective curricula combined expert opinion with student input and concerns. Once this
information was evaluated, the final choice was influenced by what we determined is realistically possible in terms of our own strengths and weaknesses in developing curriculum.

Our most serious weakness lies in our minimal exposure to course design. We have never taken a curriculum development course and have only participated before in course development as close observers. We recognize this weakness and invite the adaptations of each teacher who implements our curriculum. We hope to provide teachers and students with a base of leadership curriculum from which to spring forward. We have compensated for our weakness in experience by conducting thorough and previously unparalleled research on present high school and college curriculums, including John F. Kennedy High School's Leadership Training Institute, Hanover County's "Emerging Leaders: Summer Leadership Institute," The Center for Creative Leadership, and the Jepson School of Leadership Studies. The information gained from the examination and evaluation of those programs in the first two stages of the project has been used to influence, strengthen, and ultimately, guide our project.

Since we do not have an extensive background in developing curriculum, we have compensated for this weakness by capitalizing on our greatest strength: a wealth of accessible resources. As undergraduate students in the Jepson School of Leadership Studies at the University of Richmond, we have been immersed in a structured leadership curriculum for the past three years. We bring with us to this project extensive knowledge of the leadership process, contexts, and competencies. We have experienced first-hand the benefits of engaged learning, including internships, service learning and student teaching. We have benefitted from the struggles of our professors as they shared with us their daily lessons on teaching leadership. We bring these unique experiences to the completion of this project and feel their irreplaceable
assistance with each step we take.

The purpose of the fourth phase of the action research, *evaluating*, is an examination of the consequences of the actions taken during the third step of action research. The emphasis here, as was the case in the first phase, is to ensure that the researchers are "staying on task" and continually moving forward toward their desired outcome. If, during this 'progress check,' the researchers determine that they have lost sight of their goal, or if that goal is no longer applicable/relevant, phases two and three may need to be repeated. Some questions that Susman (1978) recommends considering:

1. Were the hypothesized conditions brought about? (is this method therefore feasible?)

2. Were the desired outcomes produced? (maintains researcher's confidence that conditions will produce the desired outcomes)

If neither the conditions nor outcomes are produced, the researcher needs to reconsider what factors and variables are important and relevant to the problem being examined.

The predominant focus of the first four phases of action research is on the problem--defining it, determining what affects it, pinpointing who is affected by it, and so on. However, for the last stage, *specifying learning*, emphasis is placed not only on the problem, but what the researchers have learned and can use during future research with regard to the problem. By identifying general findings, researchers can apply concepts and theories across many different contexts, thus expanding their learning in all areas.

Our project is concerned with practical problem solving and creating real change. With an objective of developing a useful and realistic tool for teaching high school students for and about leadership, it is vital that our curriculum represents a well-grounded collaboration between
ourselves and the Center for Leadership, Government, and Global Economics. Action research is a process where "a solution of a practical problem is included and accompanied by application of appropriate knowledge," and its methodology will help us generate knowledge to guide and direct us toward social change.

The study of Leadership in secondary schools has only recently been tapped as an integral element of structured education. While we have researched and read numerous books on the topic of leadership (see Appendix A) and conducted investigations of current leadership programs, the literature concerning leadership studies and curriculum development in high schools is limited. We see our project as a substantial contribution to this endeavor.
**IV. FINDINGS**

Having made the goal of "significantly contributing to the field of high school leadership education," our first objective was to gather information and evaluate the effectiveness of current high school leadership programs. When this project began in the Summer of 1996, there were only two high schools recognized as having a curriculum developed solely for the purpose of teaching students about leadership. As our primary objective was to create a universal leadership curriculum that could be taught to all high school students across the country, we found it vitally important to perform an extensive evaluation of these programs. Approaching the task of creating a curriculum without any knowledge of the existing relevant materials would yield a one-dimensional and highly biased product. To avoid this outcome, we set out to advance what has already been established at the aforementioned high schools.

The Leadership Training Institute (LTI) of John F. Kennedy High School (Silver Spring, MD) is the first program of its kind in the nation according to the Clearing House for Leadership at the University of Maryland. The institute was created in 1993 in connection with the Center for Political Leadership and Participation of the University of Maryland at College Park. The goal of creating a formal high school leadership program was achieved through a prestigious U.S. Department of Education Eisenhower Leadership Grant for $150,000. The title of the grant, *Civic Quest*, focuses on four main purposes:

1. To bridge public school programs with the students and faculty of the University of Maryland
2. To put an original, possible replicable, spin on the State of Maryland's new requirement that high school students complete seventy-five hours of community
3. To tie in, in an innovative way, the basic thinking behind the new national service initiative of the U.S. Government
4. To focus strongly on leadership curriculum development

The curriculum at LTI is designed to "prepare students for successful decision-making in their scholastic and professional careers." To accomplish this objective, the accelerated academic program emphasizes integrated curricula, leadership training, problem solving, and higher-level thinking skills. The students of this institute engage in a rigorous program of research writing in addition to completing a variety of participatory and experiential learning activities. These activities focus on LTI's belief in the importance of the interrelationship between community involvement and transformational leadership.

Visiting the Leadership Training Institute on several occasions enabled us, for the first time, to witness the effects of teaching leadership to high school students. While at the institute, we conducted interviews with Jeff Schultz, Director of LTI, as well as many of the teachers and students. Our preliminary research with the teachers of the institute exposed the importance of applying the theoretical side of leadership to the practical lives of high school students. High school students are constantly involved in a variety of academic, athletic, and club activities. Dr. Schultz recognized these activities as an "untapped reservoir of tremendous leadership implications." LTI's curriculum attempts to integrate these activities into the teaching and learning process in order to maximize each student's understanding of the leadership process. Schultz emphasized the importance of collaboration in the development of a leadership program; not only between administrator, teacher, and student, but with the various exterior factors as well. Recognizing the interrelatedness of students' academic and social lives increases the students'
opportunities to practice what they are being taught within a comfortable and nurturing environment. To provide this, the faculty and staff appeared to be extremely committed to their mission statement:

The LTI's mission is to build a responsible, self-reliant, knowledgeable citizenry. To accomplish this, we will provide a rigorous interdisciplinary academic curriculum, that will include leadership theory, problem solving, group decision-making and community service. These experiences will provide opportunities for self-reflection, enabling students to develop a stronger awareness of personal growth, which will help them become positive forces in the community. 33

Finally, Schultz asserted that if students became comfortable assuming leadership roles in high school, they would be more likely to continue pursuing them throughout their lives.

In addition to speaking with the faculty and staff at LTI, we had the opportunity to meet the enrolled students and observe several of their classes. This proved to be extremely worthwhile in that it enabled us to undergo a process of assimilation before developing our curriculum. We recognized the importance of giving students responsibilities to oversee during all of their classes. This increased the accountability they had to their own learning, subsequently motivating them to be involved in all of the lessons. The amount of participation by all members of the class indicated the students' awareness of their own obligations throughout the learning process. In addition to the students' involvement, the variety of activities and teaching styles that were implemented by the faculty at LTI recognized the importance of constantly challenging the students. The insight that we were able to obtain concerning how LTI operates has given us a solid foundation on which to build.

The second of the two existing programs dedicated solely to the purpose of teaching leadership to high school students is the Center for Leadership, Government, and Global
Economics at Douglas Freeman High School (Richmond, VA). The center at Freeman High School is one of eight specialty centers in Henrico County, Virginia. In these centers, "students are provided the additional educational options of a specialized interest while completing the standard requirements for graduation." The motivation to establish the latest specialty center is described in the center's mission statement:

The Center for Leadership, Government, and Global Economics at Douglas Freeman High School prepares students to be knowledgeable, responsible, ethical leaders to contribute to and serve the society of the future.

Following LTI's lead, Freeman's Specialty Center is the result of a partnership with the University of Richmond's Jepson School of Leadership Studies. It is through this partnership that we undertook the task of creating a standard curriculum of leadership to be taught at the high school level. Although the first class entered the center in September, 1995, a formal curriculum had not yet been established. Appointed internships with this organization beginning in the summer of 1996, our primary responsibility was to fill this gap.

Through our involvement with the Center for Leadership, Government, and Global Economics, we have gained additional exposure to the impact leadership studies has on high school students. The conclusions we have drawn are similar to those regarding the Leadership Training Institute. The students in the center benefit from an interdisciplinary approach to studying leadership, and are actively engaged in all of the lessons. Of the numerous classes observed, participation was always extremely eminent and displayed the students' willingness to assume a larger responsibility for his or her own learning.

While the information obtained by observing the center's classes proved to be a valuable experience, the opportunity to teach some of the lessons ourselves provided yet another angle to
analyze the impact leadership education has on high school students. Furthermore, teaching the
center's students some of our lesson plans enabled us to evaluate our own progress in developing
curriculum. After each lesson or activity, we immediately solicited input from the students to
highlight the strengths and weaknesses of our methods. This "progress check" allowed us to hone
our skills in designing curriculum and curtailed the formation of meaningless activities. Had we
not had the opportunity to test our own work, our product would have been much less useful. As
it stands, we feel confident that both teachers and students will recognize the value in each of our
recommended exercises.

A final positive outcome of our involvement with the Center for Leadership, Government,
and Global Economics comprises the information we obtained from the center's director, Teresa
Franson. As Franson served as our internship supervisor during the summer of 1996, we
constanty interacted with her to further our own understanding of the center's beliefs:

1. Leadership qualities can be identified and developed.
2. Advanced study of government, history, and the social sciences is vital to prepare
   responsible and ethical leaders.
3. A strong liberal arts course of study is essential to prepare knowledgeable leaders.36

Recognizing the beliefs that Franson and staff of the center shared reinforced our own belief that
creating a standard leadership curriculum was indeed a worthwhile endeavor. Furthermore, it
instilled confidence in us knowing that our efforts would not be made in vain. Finally, in
designing the curriculum, we worked to incorporate our own intentions with the center's desired
outcomes:

Students in this center will:
1. participate in an advanced studies program founded in government, history, and the
   social sciences culminating in a 24 unit diploma
2. study aspects of leadership through an intense, focused, interdisciplinary approach
including economic systems, public and private organizational structures and leadership skills
3. observe and interact with leaders through partnerships and special programs
4. apply leadership skills and principles through curricular and extra-curricular activities, community service, and enrichment programs
5. identify and develop personal leadership qualities through presentations, research, and a mentorship program

In addition to the many positive aspects of Freeman's Leadership Center, we noted one general weakness that lends further insight into creating an effective leadership program. As the center is still in its formative stage, the students do not have a coherent grasp of the rationale behind their chosen pursuit of study. We feel that the basic cause of this problem is an apparent lack of cohesion binding the multitude of theories and contexts together. Recognizing this deficiency has enabled us to focus on clearly describing the interdependence of our lessons and activities. Before new concepts are presented, we make direct applications to previously learned materials in order to insure that the student understands the relevance of the current subject matter. As effective leadership involves a multi-faceted approach, any curriculum that does not emphasize this interrelationship must be considered incomplete. Once the center implements the standard of curriculum we propose, we feel the students' holistic understanding of the notion of leadership will improve dramatically.

While our interactions with both the Leadership Training Institute and The Center for Leadership, Government, and Global Economics have been extremely useful in developing our curriculum guide, the most influential institution throughout the completion of this project was the Jepson School of Leadership Studies at the University of Richmond, Virginia. The Jepson School is the first program in the nation which offers undergraduates the opportunity to earn a bachelor degree in Leadership Studies. As students in this program, we have been exposed to the many
different facets of leadership within a formal educational setting. With regard to the development of our curriculum, we adopted the school's mission statement as our own while completing this project: "The Jepson School will develop people who understand the moral responsibilities of leadership and are prepared to exercise leadership in service to society." Through our own studies and the opinions and advice of others, we recognized the significance of concentrating on the moral and ethical dimensions of leadership throughout our curriculum.

Having been in the Jepson School for over two years, we have had the opportunity to solicit information and advice from the faculty, staff, and students on a regular basis. With the help of the faculty, we were able to recognize and follow the Jepson School's curricular goals:

Upon completion of the two-year curriculum, Jepson School graduates should be able to:
1. Serve effectively in formal and informal leadership roles in a range of settings
2. Help others exercise leadership and hold other leaders accountable
3. Develop cooperation and teamwork while inspiring commitment and trust
4. Combine knowledge with judgement and imagination to creatively solve problems with others
5. Apply the modes of inquiry and knowledge bases of many disciplines of the study and practice of leadership
6. Think critically about leadership knowledge and practice
7. Exercise moral judgement, imagination, and courage in the practice of leadership
8. Imagine worthwhile visions of the future and inspire others to join in bringing about change when desirable or necessary
9. Continue their development as leaders by self-directed learning

It is this framework which has guided our undergraduate studies and provided us with a platform from which to create this project.
V. CONCLUSIONS

The culmination of our efforts has resulted in a comprehensive, four-year curriculum guide entitled, FootPrints of a Leader: Studying the Path of Leadership. As stated in our methodology, the goal of this curriculum guide is to educate teachers about the study of leadership while offering students the benefits of active learning and a structured course of leadership study. Throughout the guide, numerous concepts, theories, and situations of leadership are defined and analyzed for the educator. Following each section, detailed descriptions of lessons and activities are provided to reinforce the student's understanding of the material. Finally, a list of other suggested activities and text/article recommendations follow for the educator to pursue on his or her own time. As Footprints of a Leader was created to act merely as a guide in the teaching of leadership, it is up to each individual instructor to apply his or her own creativity and "personal touch" in completing the educational journey of leadership.

Almost one year ago, when we first undertook this task, our original hypothesis was to create a standard of curriculum, as well as a consistent method of evaluation, that would provide high school students, faculty, and staff with a necessary, productive, and efficient vehicle through which to pursue the leadership education process. Having completed this task, we look forward to the input of educators concerning the results they have in implementing this curriculum guide. While The Center for Leadership, Government, and Global Economics has just recently begun incorporating Footprints of a Leader into their leadership program, we have already started to anticipate some of its potential effects.
As we have stated previously, our curriculum guide is founded on the lessons and experience we have gained as undergraduates in the Jepson School of Leadership Studies. Another recently published leadership guide, Learning Leadership, has been incorporated into Kennedy High School's daily LTI curriculum. Like Footprints of a Leader, Learning Leadership relies heavily on the Jepson School's teachings. Thus, comparing the feedback LTI has obtained with regard to their curriculum lends a comparative insight into our own guide's predicted results. The following is a summary of LTI Director Jeff Schultz's thoughts concerning the first year Learning Leadership was taught to the students at LTI:

REFLECTIONS BY JEFF SCHULTZ, LTI DIRECTOR

[Note to Readers: The LTI has been a testing ground for leadership education at Kennedy. One of the most significant results of the program is the faculty's commitment to make leadership education available to the entire student body. In September, 1996, Kennedy High School piloted a "Foundations of Leadership" course, open to all grade 10-12 students as an elective, and as a requirement for tenth grade LTI students.]

The Leadership Training Institute is still a work in progress which has been defined, but still needs to be refined. Looking back at how the start of the LTI could have been improved, I would have worked on developing a separate "Foundations of Leadership" class earlier. This has been the missing piece of the program that will provide the leadership substance that has not always been easy to achieve given the heavy curriculum demands on the teachers.

The LTI evolved through a trial-and-error period that I would not have changed. The evolution gave the staff the opportunity to transform the program as well as themselves. The give and take among the LTI staff, students, parents, and outside partners has strengthened the Leadership Training Institute.

One of the earliest measures of success of the LTI is the amount of scholarships offered in the first group of seniors and the level of colleges and universities in which they received admission. The forty-five LTI seniors received over $750,000 in scholarship offers not based on need. The scholarships far surpass those offered to the rest of the senior class at Kennedy. Seniors were accepted to Yale, Johns Hopkins, Carnegie Mellon, Cornell, University of Pennsylvania, Vanderbilt, and many other nationally-recognized schools. This is the first time in sixteen years that a Kennedy student was admitted to Yale.
Another measurable indication of the effectiveness of the LTI is that students who have returned from private and parochial schools to Kennedy after one year have stated that their reason is to participate in the LTI. This indicates to us the perception within the Kennedy school cluster that the LTI is an attractive and effective program.

The roots of the Leadership Training Institute at John F. Kennedy High School and our curriculum can be traced back to the multidisciplinary leadership education provided at the Jepson School of Leadership Studies at the University of Richmond. The thorough research, committed participation of many experts in the field of leadership and structured planning of the Jepson program serves as a stable and respectable foundation for both of these curriculums. The sincere impact that Kennedy's leadership program has had on its students in just a few years coupled with our substantial research on the benefits of teaching leadership at the secondary level, allows us to feel confident in and optimistic for the students who are guided by this project.
ENDNOTES


2. Ibid.


7. Ibid.


9. Ibid.


11. Lerner, *America's Youth in Crisis,* pp. 61-75


13. Ibid.


23. Morgan, *Action Research*

24. Ibid.

25. Ibid.

26. Ibid.

27. Ibid.

28. Ibid.

29. Ibid.

30. Ibid.


39. Ibid. p. 17.
BOOKS/ TEXTS


This guidebook represents the culmination of findings of a research project known as "the Astin Report." It confronts the dilemma of combining individualism and community within the democratic context. The Astins introduce a model, "the seven C's," which summarizes and integrates the key concepts of leadership development in the pursuit of social change.


According to Bennis and Goldsmith, leaders are made, not born. This book helps people become more effective managers and leaders by providing step-by-step, practical advice with exercises that help not only develop leadership skills, but apply them as well.


This book explores the recent success of the role self-directed teamwork has had within the organizational context. After defining this concept (which the authors assert is vastly different than the traditional team), the actual mechanics of starting and maintaining this type of teamwork is described.


"The survival of our whole civilization may depend on whether we can reflect the harmonious interrelatedness seen in nature." With this statement, Capra sets out to discover a radically different social and economic structure-- one that allows "the forces transforming our world to flow together as a positive movement for social change" (Capra 1981). An extremely insightful and thought provoking paradigm of science and spirit.


A #1 international bestseller, Covey's 7 Habits presents a holistic, indepth, and principle-centered approach to solving personal and professional problems. In concentrating on ethical, social, personal, and organizational values, Covey reveals a logical process that invokes real change without sacrificing personal commitment to the self or organization. Inside, a reader will not find a "how-to guide," but rather an opportunity to change his or her entire way of life.


Creighton-Zollar and Hickman provide an effective method of infusing diversity into leadership education. Through their extensive research and experience in implementation, the authors address the need to recognize an increasingly diverse society and adapt to this environment accordingly.

One of the best available resource books on leadership. An overlapping 3-ring concept is introduced linking leader(s), follower(s), and a context. A strong emphasis is placed on psychological studies, scientific inquiries, and personal reflections of leaders.


Primarily a textbook used for college-age students, the focus is on organizational theory and problem solving within the organizational context. Daft's extensive research on current organizations is evident in the case studies presented throughout the text. As most students lack any kind of organizational experience before graduating, this is a great selection for simulating real life organizational dilemmas.


This textbook focuses primarily on the communication process of small groups. The concept of communication is seen as a concept that organizes people into an "active social system for the purpose of performing some task."


A holistic text on the factors and influences shaping groups and group communication. Theory, practice and implications for larger contexts are explored and supported by case studies and psychological research.


This is the first of four essays by Greenleaf on the role of servant as a vitally important part of society. It recognizes the importance of the "other side of leadership," a side that has historically been either ignored or diminished. By addressing the fact that all people cannot lead all of the time, newfound respect for the importance of serving is discovered.


Created by students and faculty of Gettysburg College, this pamphlet attempts to explain the importance of working in groups as an educational tool. Several methods that Gettysburg uses, as well as suggestions for effective group work in general are described in detail.


Much of what we know about leadership we know from studies about male leaders. What we have come to realize, however, is that different people lead in different ways. This book analyzes the leadership styles of women, flushing out the strengths they bring to the otherwise dominant male business culture. Research is done on strategies and organization theories of four successful leaders: Frances Hesselbein, National Executive Director of the Girl Scouts; Barbara Grogan, Pres. of Western Industrial Contractors; Nancy Badore, Dir. of Ford Motor Co.'s Exec. Development Center; and Dorothy Brunson, Pres. of Brunson Communications.

An excellent illustration of the use of reasoning in the reality-based context of an individual's daily life. Fallacious reasoning, slippery slope, ad hominem arguments, prejudice, rationalization...all are explained in great detail. Filled with interesting examples of actual speeches, TV commercials, and cartoon strips, Kahane's book provides a great start to becoming a successful critical reasoner.


The authors of this book explore the concept of leadership by sharing stories of actual business and community leaders. Their keen insight into fundamental aspects of leadership is especially effective as it reflects current challenges such as cynicism, the electronic global village, and the changing relationship between employers and employees.


Thomas Kuhn rejects the idea of truth being a criterion of any scientific theory, and asserts that science is not the constant and cumulative acquisition of facts. Rather, Kuhn believes that science is a series of peaceful interludes accented by those studying it, and new realizations create new and violent revolutions of the way in which we view the conceptual world. A great book illustrating the way in which we think, and how little we know.


An extremely practical handbook for anyone involved in voluntary organizations. Roles of volunteers, executive director, and community as a whole are discussed. Also included are factors including motivating the community toward a collective goal and collaborating both volunteers and professional staff.


Designed for High School Student Councils, this workbook includes tips and suggestions for problem-solving, goal-setting, Verbal and nonverbal communication skills, and conducting meetings. Ice-breaking exercises and group cohesiveness activities are also explained in great detail. An excellent sourcebook for anyone involved in a leadership position at the high school level.


A complete book on the power of argumentation and influence in everyday life. Several debate formats are presented, as well as general background theory concerning how to effectively present and support an argument. Persuasion and influence tactics, rhetorical and organizational skills, and research methods are introduced as well.

A thorough and effective text on studying organizational communication. It combines theory, issues, ethical points, and theoretical analysis with concrete and realistic examples of organizations. The author identifies three major frameworks for understanding organizational communication--functional, meaning-centered, and emerging approaches. The latest edition adds a new section on workplace diversity and multiculturalism.


**ARTICLES/ CONFERENCE PROCEEDINGS**


Notes, summaries of workshops and plenary sessions, as well as complete transcripts of speeches and keynote address of the 1992 National Leadership and Education Conference held at the Jepson School of Leadership Studies, University of Richmond, Richmond, VA.


The proceedings from the eleventh annual Leadership Education Conference held at the Jepson School of Leadership Studies, University of Richmond, VA. Included are summaries of all workshops, as well as condensed transcripts of speeches. Keynote address, "Leadership in American Politics," by James MacGregor Burns, comments on the state of our political system and the implications it has for future leadership.

FOOTPRINTS OF A LEADER:
Studying the Path of Leadership

An Instructional Guide
Part I of IV

Kimberly Bach and Charles Johnston
Editor/Writer
Footprints is a tool we developed to be used as an instructional guide for high school level leadership classes. During our internship with Douglas Freeman High School in Richmond, Virginia, we recognized the need for a sample curriculum to serve as a starting point for both new and established leadership educators. The curriculum guide is practical, interactive, enjoyable and challenging. We believe it will appeal to both student and teacher.

We developed this guide as the first year course of a four-year leadership education program. The purpose of this project has been two-fold. First, it has been designed to start the educator on the path to leadership education by providing brief background information on each subject covered. Also included are suggested articles that support the curriculum and a wealth of supplemental videos, books and additional resources. Second, it has been designed to plunge the student into leadership education by providing detailed activities and lesson plans for each topic.

While Footprints provides you with a detailed course curriculum, any leadership program remains incomplete without the personal touch of the teacher. We encourage you to use this material as a guide during both your own and your students' educational journey.

Kim and Charlie
Acknowledgements

Throughout the course of this project, many people have supported us with both their encouragement and knowledge in leadership education. Although it would be impossible for us to thank everyone who has contributed, there are many who cannot go unrecognized. We would like to thank, Teresa Franson and the staff of Douglas Freeman's Center for Leadership, Government and Global Economics for providing us with the opportunity to further our own study of leadership and explore its application in the education field; faculty and staff at the University of Richmond's Jepson School of Leadership Studies including Dr. Gill Robinson Hickman, Dr. J. Thomas Wren, Dr. Marc Swatez, Dr. William Howe, Assistant Dean Anne Perkins, Dr. Richard Couto and Beverly Hathaway; faculty and staff at John F. Kennedy High School's Leadership Training Institute including Jeff Schultz and Carol Starr; as well as our Jepson classmates. Finally, we would like to thank our friends and families for inspiring our passion for leadership and encouraging our study of it.

Richmond, Va
April 1997

Kim Bach
Charlie Johnston
We dedicate this project to all leaders past, present and future for giving us hope and the will to continue learning.
I. Organizational Skills
   A. Time Management
   B. Stress Management

III. Introduction to Leadership
   A. Definitions
      1. Individual
      2. Class
      3. Formal
   B. Supplementary Articles
      1. "Intro. to On Leadership" -- John Gardner
      2. "Crisis of Leadership" -- James McGregor Burns
      3. "Paths of Inquiry into Leadership" -- Irving Spitzberg
      4. 1992 Leadership in Education Conference Keynote Address -- James M. Burns
   C. Pre-assessment
      1. Individual: What can I do with this? Where do I want to go?, etc.
      2. Group: As a class, what kind of direction should be set?
   D. Leadership is a process!
      1. presentation of 3 elements
         a. leader
         b. follower
         c. context

IV. Self Awareness/Esteem: "A poor self image keeps you from learning how to succeed."
   A. "How to build self-esteem" -- Blitzer, Peterson, and Rogers
      1. Introduce class text, Bennis & Goldsmith's Learning to Lead
      2. [additional articles/exercises to be selected at a later date]
   B. Ingredients for a positive self image
      1. Identification with and responsibility for "family" processes
      2. Identification with real role models
      3. Faith and personal resources to solve problems
      4. Development of intrapersonal skills (self control, assessment, reflection, etc.)
      5. Development of interpersonal skills
      6. Situational skills
      7. Judgmental skills
   C. Personal values for effective leaders-- an exercise
      1. Read "The Little Prince"
   D. Vision
      1. Define
2. Creating and implementing your own personal vision statement

V. Introduction to Group Process
   A. Stages of Group Development

VI. Fundamental Theories in Leadership
   A. Power
      1. Definition of power and its relation to different styles of leadership
      2. Autocratic, Democratic, Empathetic styles of leadership
   B. Trait theory-- "Great Man theory"
   C. Transactional Leadership theory
   D. Transformational Leadership theory
   E. Charismatic Leadership theory
   F. Servant & Citizen Leadership theory
   G. Situational Leadership theory
   H. Team Leadership

VII. Self and class assessment
    A. Letter to self -- an exercise

2 days
1 week
2 weeks
2 weeks
2 weeks
2 weeks
2 weeks
2 weeks
1 week
1 week
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High school students are often extremely busy people who have many different responsibilities to face. Whether it is staying on top of all homework assignments, remembering when and where meetings are, or how to get from school to soccer practice to home—all are important tasks that must be accomplished on a daily basis. Subsequently, the management of your time and the activities you use to fill up that time are vital to personal growth and success.

The primary objective of Section I, Organizational Skills, is to help establish some efficient and beneficial organizational skills that can aid in organizing a person's daily life. The following pages offer some suggestions and guidelines for personal time management.
PERSONAL TIME MANAGEMENT

Organization is not just an exercise practiced to combat forgetting meetings, misplacing items, or confusing days, but is rather a means through which an individual can maintain a level of sanity and peace of mind during a hectic day. Good organizational skills make days seem longer, tasks seem simpler, and results seem more worthwhile. The following is some tips and guidelines for personal time management.

- **Analyze your normal time schedule.**
  1. Determine how much unassigned time you have so you can begin to use it more effectively.
  2. Recognize time-wasters in order to avoid them.
  3. Group similar activities together—telephone calls, letters, errands, etc.
  4. Identify your most creative/productive time of day.

- **Write down specific, attainable goals:** intellectual, physical, spiritual, social, family, financial, personal, educational, etc. (goals can be daily, weekly, yearly, etc.)

- **Schedule blocks** of time to make significant progress on the most important goals.
  1. Carry a list of "instant tasks" to be done, such as running errands or making phone calls.
  2. Plan each day the evening before; write your plans down on & keep them with homework, wallet, etc.

- **Use "To Do" lists daily, weekly, and long-term.** Rank your tasks in order of priority.

- **Do one thing at a time and resist detours.**
  1. Break down large or unpleasant jobs or goals into manageable units. Being a better student is too big; start with studying math longer each day.
  2. Establish starting times/dates, review times/dates, completion times/date.

- **Plan for the unexpected!** Don't schedule every minute of each day.

- **Learn to say "no" to the phone, to salespeople, to family, to friends.**

- **Use your sleeping time to let the subconscious work.** Keep paper and a pen by your bed.

- **Delegate activities and assignments to friends and associates.** Ask people for help and give them recognition.

- **Commit yourself to others and to yourself to get things done by the deadline.**

- **Determine which things can appropriately be put off or ignored.** Perhaps you can put off making signs for the project until the weekend and do your school assignment first.

- **Handle each piece of paper as few times as possible—try to deal with it immediately—and time your phone calls.**

- **Regularly ask yourself the question,** "What is the best use of my time right now?"
STRESS MANAGEMENT

No matter how hard you try to organize your life, there always seem to be times when you are overwhelmed with responsibilities, activities, and demands on your time. Stress results from too many demands on too few resources. This stress can make you tense and irritable. It is vital that you learn to recognize signs of stress in yourself. Some common self-observable signs of stress include:

- General Irritability, hyper-excitement, or depression
- Pounding of the heart (an indicator of high blood pressure, often due to stress)
- Dryness of the throat and mouth
- Impulsive behavior, emotional instability
- The overpowering urge to cry or run and hide
- Inability to concentrate, flight of thoughts, general disorientation
- Feelings of unreality, weakness, or dizziness
- "Floating anxiety" -- being afraid but not knowing of what
- Emotional tension and alertness-- feeling of being "keyed up"
- Trembling, nervous tics
- Tendency to be startled easily by small sounds, etc.
- High pitched, nervous laughter
- Stuttering and other speech difficulties, often stress-induced
- Grinding of the teeth
- Insomnia and/or nightmares
- Hypermotility-- increased tendency to move around without any reason (are you kicking your foot right now?)
- Sweating-- becomes obvious only under considerable stress but is readily detectable by biofeedback instruments
- The frequent need to urinate
- Indigestion, queasiness in the stomach, sometimes even vomiting
- Migraine and/or tension headaches
- Pain in the neck or lower back
- Loss of, or excessive appetite
- Neurotic behavior: Increased use of controlled substances: prescribed drugs, alcohol and other drugs, increased smoking
Defining Leadership

One of the first tasks that any teacher faces in his or her classroom involves defining the subject matter that will be taught throughout the school year. When considering the discipline of leadership studies, however, this is not necessarily an easy task. There is no single definition of leadership that is universally accepted. Any definition that is created is going to have its supporters and critics. Another factor aiding the difficulty in defining leadership is the premise that "leadership" is a highly personal subject. Each individual must come to grips with his or her own notion of leadership, and then apply that understanding to develop his or her personal style of leadership. It should be noted that it is possible to come up with an acceptable definition of leadership! Furthermore, the steps taken during this creation of a "definition" play an integral part in the quest to further one's own understanding of leadership.
SUGGESTED ACTIVITY:

1. Have students draw a picture of what they believe to be the "essence," or "true meaning" of leadership. After students have completed their pictures, take the time to go around the room and explain them individually. Once each student has had the opportunity to describe his or her "rendition of leadership," have each student write down their own definition of leadership. Recite these to the class. Finally, have all members of the class come up with a class definition of leadership. This should be a collaborative effort! The definition that the class agrees upon can be used throughout the year as their own, "universally accepted" definition.

   Note: This activity is a great way to have the students start thinking about what leadership means to them. It also serves as an ice-breaker given that the students will be sharing their own pictures and explanations. (this can be a pretty funny experience!) The class definition helps bring a little clarity to a seemingly vague concept.

   * * * * * * * * * *


   * * * * * * * * *

DEFINITIONS

Leadership is...

- "an influence relationship among leaders and followers who intend real changes that reflect their mutual purposes" (Rost, 1991).

- "the reciprocal process of mobilizing by persons...in order to realize goals independently or mutually held by both leaders and followers" (Burns, 1978).

- "a process that guides followers toward common goals" (Jepson "Foundations" Class, 1994).

- "a process of enabling a group to accomplish their shared goals" (Jepson "Foundations" Class, 1994).

- "actions that focus resources to create desirable opportunities" (David Campbell, 1991).

- "interpersonal influence, exercised in a situation, and directed through the communication process, toward the attainment of a specified goal or goals" (Tannenbaum, Weschler, and Massarik, 1961).

- "a process of giving purpose to collective effort, and causing willing effort to be expended to achieve purpose" (Jacobs and Jaques, 1990).

Key Concepts to Remember:

- Leadership is a process.

- Leadership is concerned with effecting change.

- Leadership is not restricted to the influence exerted by someone in a particular position or role; followers are an important part of the leadership process too.
PRE-ASSESSMENT:
WHERE DO WE GO FROM HERE?

In order to ensure that all new students have a general understanding of what will be expected of them, this "pre-assessment" section has been established. The pre-assessment should be conducted in an informal manner (round-table discussion), with students being the primary focus. The objective of the teacher of this section is two-fold. First, the teacher should provide students with his or her own expectations for both the students and the course. Second, the students should voice their own opinions concerning the anticipated direction of their leadership course. The overreaching goal of this discussion is to bring clarity to the course for both teacher and student while beginning the interactive nature considered crucial to the course's success.

Note: The effectiveness of this exercise depends greatly on the amount of feedback the teacher is able to receive from his or her students. Every student should provide some sort of insight into the class, their expectations, etc. The greater the input, the more likely the teacher will find this discussion useful!
LEADERSHIP IS A PROCESS

If any single idea is essential to understanding leadership, it is that leadership is a process, not a position. A process is defined as "a series of actions and interactions which lead to certain results." It is also important to recognize the fact that this process of leadership is a "human process"; it is not some predetermined chemical reaction. This means that, as a human process, the process itself and its outcomes can be altered by human intervention. Leadership is a phenomenon which occurs as a result of effective interaction between leaders, followers and the given situation. It is imperative to remember that without followers, there is no leader.

The Process of Leadership

![Diagram showing the process of leadership involving leader, followers, and context]

ELEMENTS OF LEADERSHIP

This segment of the course seeks to increase the understanding of Leadership by breaking it down into its component parts: leader, follower and context. By focusing on the individual elements of Leadership and understanding their relationship to one another, we can better understand the process as a whole.
FOCUS ON THE LEADER

The first element of the Leadership process is the leader, and we can gain considerable insight into Leadership by examining the leader. Every effective leader has traits which may distinguish him or her from followers or ineffective leaders. However, it is important to recognize that there is no simple recipe for being an effective leader. Different personality traits, cognitive skills and values have been associated with leadership, but different leaders will have different character profiles. Some traits common among leaders are:

- dependability
- achievement orientation
- self-confidence
- high energy and activity level
- self-monitoring
- internal locus of control
- tolerance of ambiguity
- flexibility
- sociability
- agreeableness

Key Concepts:
- Two leaders may have different perceptions of the same followers or situation.
- A leader may need to respond to various followers differently in the same situation.
- A leader may need to respond to the same follower differently in different situations.
- Followers may respond to various leaders very differently.
- Followers may respond to each other differently with different leaders.
Suggested Activities:


* * * * *

2. Have students make a list of traits they believe are necessary in an effective leader. Once they have completed a class list, go back through it and try to identify which of these traits are innate (inborn) and which are learned behaviors. Now, have students consider the old adage, "Leaders are born, not made". Have students discuss or write a short essay on their opinion of the truth of that old adage.

Note: The second part of this activity can also manifest itself in a mock debate. Have students pick a side and debate passionately. There are several readings available to provide the instructor with additional information on the debate "Leaders are born, not made." We recognize that some leaders are born with traits which may allow them to more easily assume the role of leader. However, we strongly recognize the fact that people can be taught for and about leadership, resulting in their easier transformation into a leader.

* * * * *
2. Traits are unseen dispositions that can affect the way people act. Their existence can be inferred by a person's consistent pattern of behaviors. One way of examining a person's standing on the traits of achievement orientation and persistence is to examine his or her achievements and accomplishments over his or her life span. For example, consider the following leader's achievements and accomplishments, think about this person's standing on these two personality traits, and try to guess who this person might be:

**Personality and the Presidency:**

- Age 23: lost a job.
- Age 23: was defeated in bid for state legislature.
- Age 24: failed in business venture.
- Age 25: was elected to legislature.
- Age 26: sweetheart died.
- Age 27: experienced several emotional problems.
- Age 27: was defeated in bid to be speaker of the house.
- Age 34: was defeated for nomination to Congress.
- Age 37: was elected to Congress.
- Age 39: lost renomination to Congress.
- Age 40: was defeated in bid for land office.
- Age 45: was defeated for nomination to be vice president.
- Age 47: was defeated in bid for Senate a second time.
- Age 51: was elected president of the United States.

The person was Abraham Lincoln.

**DISCUSSION QUESTION:** Do you think Abraham Lincoln could be elected president today?
FOCUS ON THE FOLLOWER

*Webster’s New Collegiate Dictionary (1995)* defines a follower as “one in the service of another; one that follows the opinions or teachings of another; or one that imitates another.” While these “common” definitions are not inaccurate, they seem to imply that followers cannot do anything without permission from their “leader.” Furthermore, these definitions fail to acknowledge the fact that people can play a variety of leadership and followership roles simultaneously. Leadership is not a one-way street, and most individuals are both leaders and followers. The following section will seek to analyze and define the leadership process by focusing on the followers.

CHARACTERISTICS OF EFFECTIVE FOLLOWERS:

- They manage themselves well.
- They are committed to the organization and to a purpose, principle, or person outside themselves.
- They build their competence and focus their efforts for maximum impact.
- They are courageous, honest, and credible.
- They do not have to be on constant observation.
- Effective followers see themselves as the equals of the leaders they follow.
- The effective follower is enthusiastic, well-balanced, and responsible.

Suggested Activity:

5 TYPES OF FOLLOWER BEHAVIOR:

(1) SHEEP are followers who do not play an active role in the organization and simply comply with any order or directive given to them.

(2) 'YES' PEOPLE are active followers who readily carry out orders uncritically; they can be dangerous if their orders contradict societal standards of behavior or organizational policy.

(3) SURVIVORS are followers who are rarely committed to work-group goals but have learned not to make waves. Because they do not like to stick out, survivors tend to be mediocre performers and often clog the arteries of many organizations.

(4) ALIENATED FOLLOWERS are like festering wounds in their organizations; they are continuing sore spots who are more than happy to point out all the negative aspects of organizational goals, policies, and procedures (and overlook the positive aspects).

(5) EFFECTIVE FOLLOWERS play an active role in the organization but are not 'yes' people; they reflect on company goals and policies, and are not hesitant to bring their concerns to their leaders.
Suggested Activity:

1. Leadership Role Play

Below are two scenarios that will be presented by class volunteers. Each volunteer will be given a role to play. The remainder of the class should pay close attention to the group's interaction in order to identify the group's leader and the various types of followers being portrayed. In order to help you classify the different types of followers, here is a reproduction of the typology of followers as depicted by Robert Kelly (1988):

![Diagram of follower types]

Scenario #1:
The administration at your high school has decided that the students should have one more required course. Your task is to determine what that course will be and to let the principal know right after your meeting.

Scenario #2:
Your task is to come up with a recommendation as to what percentage of applicants should be accepted into your leadership center. This could range from 0% to 100%.
"I claim not to have controlled events, but confess plainly that events have controlled me."

-Abraham Lincoln

The third fundamental element of the leadership process is the context within which the interaction between leader and follower takes place. In reality, the "context" of leadership includes everything in the environment which influences the process. However, we can break down the context of into three simplified parts to better understand this encompassing concept: Historical Context, Cultural Context and Immediate Context.

THE HISTORICAL CONTEXT

The first and broadest context surrounding leadership can be deemed "the historical context of leadership". This term implies that leadership takes place within and is affected by the economic, social, political, and intellectual forces which shape society. These large contexts often define the problems that leaders must face and limit the solutions available. They also affect whether a leader's actions will be perceived by society as successful or not. When studying both past and current leadership, it is important to recognize the societal factors which affect the process of leadership.

Suggested Activity:

1. Give out excerpts of *The Prince*, by Machiavelli and coordinate discussions on the following questions: How did Machiavelli believe a leader should deal with followers and why? Do you agree with his opinion? Discuss the historical context of Machiavelli's leadership writings. Do today's leaders still follow the example of *The Prince*? Why or why not?
THE CULTURAL CONTEXT

The next level of context which affects the leadership process is the notion of "culture". Culture is "that complex whole which includes knowledge, belief art, morals, laws, customs, and any other capabilities and habits acquired by humans as a member of society" (Valentine). Simply speaking, culture has come to mean "the entire way of life followed by a people". The cultural patterns of a society shape the behaviors of members, including all socially standardized ways of seeing and thinking about the world; of understanding relationships among people; of establishing preferences and purposes; of carrying out actions and pursuing goals. Although most people think of culture only in terms of large, societal groups, the concept also applies to organizations and small groups. "Organizational culture" has been defined as "a system of shared backgrounds, norms values, or beliefs among members of a group". Just as there are many different cultures around the world, there are many different organizational cultures also. For example, members of military organizations will differ in their understood values, norms and beliefs from members of artistic organizations. The cultural context must be recognized and examined in order to fully understand the leadership process.

Suggested Activities:

1. Identify and discuss the unique culture of America. What traditions do we have that no other country has? What freedoms are we granted that people in other countries are denied? how do people gain power? What do we as Americans expect of our leaders? What can we do if leaders are not living up to our expectations or following through on their obligations to us? Now compare America's culture to that of another country. How does the culture of these two societies affect occurring leadership?

   Note: Appropriate cultures chosen for comparison could be a modern culture such as France...or a less-developed country such as Iran or India. The importance of the lesson lies in the students' understanding of the significance of culture in the leadership process. This project may include a intense, detailed study of another country, or a brief look at another culture.

   * * * * * * * * * *

2. Identify and compare the organizational culture of your school to that of a neighboring school. What are your rituals and traditions? What words are used in your school that someone outside of the organization may not understand? Do you have symbols used in school which have special meaning for members only? How does culture affect cohesiveness and school spirit?

   Note: An interesting and interactive way to spark students' thought processes about their school culture would be to take a tour through their school. Have them look for and write down examples of symbols and representations of school culture that they see on the walls and in the hallways. Have them look at students' and faculty dress and language.
THE IMMEDIATE CONTEXT

The third and narrowest context of leadership can be considered the immediate or situational factors of the leadership environment. Included in this level of context is the type of organization or group you are involved with, or the location in which the leadership process takes place. An effective leader uses a different leadership style in a meeting with his vice presidents than in a PTA meeting. An effective leader must be sensitive to his or her immediate context of leadership, and the demands that context places upon the leader.
Self-Awareness

"The unexamined life is not worth living."
-Socrates

Self-awareness is the ability to simultaneously see yourself as you are and how you could be. Warren Bennis says that "nothing is truly yours until you understand it -not even yourself". When you understand your emotions, struggles and triumphs you know what to do with them, how to apply them to the rest of your life. Without understanding, the truth revealed through your feelings are useless to you. Your self-awareness is the single major contributing factor determining or limiting your success and happiness.

By the time we reach high school, the world around us has played a major part in sculpting who we are and how we act. Parents, teachers, media and our peers have influenced our decisions and our concept of self more than we realize. The first step to becoming a leader is deciding for yourself who and how to be.

FOUR LESSONS OF SELF-KNOWLEDGE:

1. You are your own best teacher.
2. Accept responsibility. Blame no one.
3. You can learn anything you want to learn.
4. True understanding comes from reflecting on your experience.
Suggested Activity:

1. PERSONAL ASPECTS OF LEADERSHIP

OBJECTIVES:

- To identify and define individual leadership skills and qualities
- To recognize individual differences among students and groups in your school
- To develop personal relationships as a leader

INSTRUCTIONS FOR LEADER: The following exercise has been developed to address the more personal aspects of leadership as they may be encountered.

1. The group should have a minimum of 10 people.

2. The session should not last longer than 1 1/2 hours. The number of questions used does not determine the success of the activity. Use all marked questions.

3. Participants should not know that the questions are divided into various sections.

   a.) The first section is only intended to serve as an introduction and group warm-up exercise. The questions are listed in sequential order. The questions are listed in the order in which they must be followed. All questions with an asterisk (*) are mandatory. Non-marked questions are optional and should be used at the discretion of the instructor to allow for individual group differences.

   b.) The second section, Definitions of Leadership, is designed to have the student actively consider the qualities and responsibilities of leadership. Again, the questions are listed in sequential order. They are listed in the order in which they must be followed. All questions with an asterisk are mandatory. Non-marked questions are optional, and should be used at the discretion of the instructor to allow for individual group differences. Only the questions appearing on this list may be used.

   c.) The third section, You as a leader, is specifically designed for the individual to question and ponder his or her leadership role in school and society. The questions are not in any particular sequential order, but question 20 must conclude this section. Only the questions appearing on this list may be used.

   d.) The Synthesis Set, the traditional wrap-up, has been structured in a positive vein. It is recommended that all questions in this section be used. Question 6 is mandatory.

4. Two facilitators are required for each group. One will serve as the identified leader, and will actively lead the discussion and choice of questions. The second will participate in the group
and will serve to foster the proper tone and direction.

**INSTRUCTIONS FOR EVERYONE:** (to be read aloud)

1. Seat the group in a circle. Make sure that everyone has a name tag which is visible and easily identified. Participants *are encouraged to use individual names during the activity.*

2. The leader will begin with the first question. After every participant has answered, the person to the leader's left will begin the next question. All other questions will be answered by beginning with the "next" person in the circle. The leader should not interrupt questions for the group. If a participant is unable to answer the questions during the 'turn', he or she may 'pass.' The leader will return to anyone who 'passes' before moving to the next question.

3. As each person answers, collect the individual answers in your head to learn more about the speaker.

4. We are here to listen.

5. We are not here to debate.

6. We are not here to disagree.

7. We are not here to judge.

8. Be comfortable.


**ICEBREAKER:** (15 minutes)

*1. What is your favorite program on TV?*
2. What is your favorite song?
3. What is your favorite sport?
4. What is the best story you have ever read?
*5. What talent should you develop?*
6. Of all the things you have ever bought, what has given you the most pleasure?
7. Describe a happy moment in your life.
8. What is the most beautiful quality about people?
9. What assumption do others make about you that really isn't true?
10. What one word best describes your total life to date?
*11. What do you hope to be doing ten years from now?*
12. When was the last time you said "thank you"? To whom? Why?
13. What is the one thing you would like other people to know about you?
14. On what basis do you select your friends?
*15. Name a person from whom you have learned something valuable. What did you learn?
DEFINITIONS OF LEADERSHIP: (30 minutes)

*1. Name a leader.
*2. What leadership quality do you admire?
3. What are the responsibilities of a leader?
4. When working, with what type of leader do you feel most comfortable?
5. What makes an effective leader?
6. What makes an ineffective leader?
7. Who is the boss in your family?
*8. A friend has worked on a paper for school and asks you to read it. You think it is lousy. What do you say?
9. How do you feel about working with people smarter than you?
10. How does a leader adjust for individual differences (e.g. handicaps)?
11. How do you feel when a leader tries to use you?
*12. What fault do you see in adults that you hope you won't have when you are an adult?

YOU AS A LEADER: (15 minutes)

*1. Under what circumstances would you find yourself more helpful as a follower?
*2. Complete this sentence: Peer pressure___________________________.
3. What makes you dislike a person on sight?
4. What difference do you see in yourself when you're in a leadership position?
5. What is the cruelest thing that a leader can do?
6. Name a leader that you would like to be like?
7. How do you feel when you give out criticism?
8. How do you feel when another person criticizes you?
9. Cite a recent time when others looked to you to make a decision. What happened?
10. What is the greatest value that guides your life?
11. What is the greatest problem today in your state?
12. What leadership quality would you like to develop?
13. How do you get someone to support you in a group?
14. For what service or contribution do you want to be remembered a year from now? Why?
15. To whom do you turn when you need help?
16. What is the most powerful force loose in the world today?
17. You've just lost an important election. What do you do?
18. What is your greatest fear as a leader?
19. What do others see as your greatest strength?
*20. What makes a leader?

*QUESTION IS MANDATORY

SYNTHESIS SET (it is urged that all questions in this section be used.) (30 minutes)

1. Use an adjective to describe this group.
2. Is there any response you would like further explained?
3. What is one of the most important things you learned in this group?
4. In what ways are we alike?
5. How do you feel when you share with others?
6. Is your idea of a leader any different now than it was at the beginning of this activity?
7. How can you use the knowledge from this exercise in the future?
8. At this time, is there anything else that you would like to say or share? Any comments?
INGREDIENTS FOR A POSITIVE SELF IMAGE

Our self-concept has a powerful effect on our life and our ability to lead. When you have a poor self-image, the easiest task may seem insurmountable, the smallest mistake a crisis. When you don't believe in yourself or your abilities, you communicate it to those around you and keep yourself from meaningful relationships or possible learning opportunities. If you believe that you cannot jump high enough, you will never have a chance of leaving the ground. But if you believe strongly in yourself, you will find you can even fly. Believing in yourself is one of the most important ingredients for a positive self-image, but there are seven other specific areas in which we need competence in order to be positive, self-reliant people.

1. IDENTIFICATION WITH REAL ROLE MODELS

If there are active, independent, happy people around you who you can visualize yourself being like, you will have a goal to reach. It is important to find people you see on a frequent basis- not just famous athletes or movie stars- and identify what you admire about them and their life. Do they help others? Are they a good mother or father? Are they productive, influential, compassionate? Do they contribute to the world around them? Do they make a difference? Identifying these people in your life and emulating their example is the first step to developing a positive self-image.

SUGGESTEDACTIVITY:

1. Have students identify and write down both past and present role models. They must people someone real whom they have come into frequent or significant contact with other than their parents. Teachers, coaches, students, and family friends are all excellent choices. Have them identify specific characteristics of each person they hope to strive towards or believe they have learned from them already. Next, have students pick one role model and write a short essay about who they have picked, why they think they are a role model, and how their lives have been affected by them.

Note: Questions to consider: How would you sum up you role model's life? What were their successes and failures? As you operate in you day-to-day life, how do you use what you have learned from your role models? In the place of an essay, students may also write letters to their role models explaining the effect they have had on their lives and thanking them for their example. This is also an excellent way for students to identify the qualities they hope to possess, while expressing gratitude to a wonderful person in their life.
2. RESPONSIBILITY FOR "FAMILY" PROCESSES

As a member of a group, whether it be your immediate family, an organization or a school, you have a responsibility to put forth your best effort, recognize yourself as a representative of other members and share in the successes and failures. Being part of a "family" involves knowing that your actions affect others and real consequences come to the group because of your actions. This sense of social responsibility develops a feeling of belonging in you and the other members and is the next step to a positive self-image.

SUGGESTED ACTIVITY:

1. Divide the class into small groups of four or five. Have each group make a list of responsibilities that come with being accepted into your leadership program. What are the responsibilities to the other students? What are the responsibilities to the teachers? What are the responsibilities to your parents? What are your responsibilities to yourself? Have each group pick a representative to write the list on the board. When all lists are displayed, have the class discuss which ones are the most important and why. Re-write the class list as a "Declaration of Responsibilities" to be displayed in the classroom and followed for the rest of the year.

Note: Examples may be: Responsibility to take care of the equipment we have been privileged to use. Responsibility to our parents to try our best. Responsibility to be a respected representative of the Leadership Center...etc.,

3. FAITH IN PERSONAL RESOURCES TO SOLVE PROBLEMS

To achieve self-confidence, one must first be aware that all that is needed to succeed is held within you right now, at this very moment. To overcome all obstacles, we must only recognize our resources and learn how to use them effectively. We may not be able to control the situations that are thrust upon us, but we surely can control how we will react to them, how we will triumph over them. We must develop the independence to work through problems using our own intelligence, our own ingenuity, our own hands. Recognizing that you have the courage and ability to solve problems on your own is the third step to having a positive self-image.

Suggested Activities:

1. Have students re-read their essay on their role model. Identify the qualities that you identified as admirable. Now analyze the similarities between you and your role model. What qualities does he or she possess that you have also? How have you served as a role model for someone else? Identify and discuss your strengths and assets. What special gifts have you been given and what unique opportunities have they provided for you?

Note: Clarify to students the difference between bragging and identifying strengths. It is important to be able to recognize and write/talk about what we do well without feeling embarrassed or conceited. When done honestly and humbly, talking highly of yourself is rewarding and necessary for self-growth.
4. DEVELOPMENT OF INTRAPERSONAL SKILLS

Intrapersonal skills are necessary to effectively communicate with yourself. As they develop, you are better able to recognize and interpret the source of your emotions, your level of self-control and your ability to improve. Leaders must learn how to look at their personality tendencies critically and honestly and grow from their discoveries. Without self-examination, there can be no self-growth.

Many tools have been created to help people better understand themselves. One of the most commonly used and well respected psychological tests used to examine personality is the Myers-Briggs Type Indicator (MBTI). This test helps participants to identify their personality preferences which influence our thoughts, our relationships, our habits and our daily choices. There is no specific personality type which is better than another in terms of leadership success, however the awareness and appreciation of your personality type is conducive to effective leadership. Knowing yourself often allows you to better understand others. It increases your overall tolerance and insight into the many differences between people.

"I have often thought that the best way to define a man's character would be to seek out the particular mental or moral attitude in which, when it came upon him, he felt himself most deeply and intensively active and alive. At such moments, there is a voice inside which speaks and says, 'This is the real me.'"

-William James

Suggested Activities:

1. Have each student participate in the Myers-Briggs Test individually during class time. Tabulate each students score for them and then have them read up on what "type" they are. Lead a discussion around the questions: How did the results compare to your previous view of yourself? How does knowing more about yourself help you to learn about leadership?

2. Have a mock debate or in-depth discussion over the question: Can persons of every preference type be a leader?

Note: The Meyers-Briggs test can only be conducted by a trained professional. You must ask a qualified person in your school to administer the test. While the Myers-Briggs test is an effective and respected test, we must remain aware of its limitations and possible misuses. Preferences may be affected by ages and daily moods, causing the results to be partially unreliable. In addition, labeling someone as a "type" may keep us from recognizing non-stereotypical behavior, and appreciating the richness of people's personalities. Most importantly, diversity within the class should be recognized and deeply valued. No "type" is better than any other and students should be reminded to cherish one another's differences.
5. DEVELOPMENT OF INTERPERSONAL SKILLS

Interpersonal skills include your ability to speak, listen, share feelings and opinions, and participate effectively in a group. Whether you are standing in front of a high school assembly, speaking with a co-worker, or working in a group, communicating effectively is imperative to success. Poor interpersonal skills can allow you to misrepresent yourself, misinterpret constructive criticism, and miss out on valuable friendships. We are not born with the ability to verbally communicate and beware of others' feelings...we must develop these skills and integrate them into our lives.

Suggested Activities:

1. The ability to effectively defend your opinion is a valuable interpersonal skill. Engaging in a meaningful conversation with a person or a group allows you to see views that are different from your own, and pushes you to better understand why you feel strongly about a subject. To demonstrate this point, have students complete the following exercise independently. Next, break the class into groups of no less than five and have them discuss and defend the choices they made to one another. After a substantial discussion period, lead a class discussion on what each student learned about themselves and their group members as a result of the exercise.

   Note: Allow students to fully debate their choices. These discussions often get emotional and intense but don't be afraid to allow students to engage in healthy conflict. Encourage critical discussions and enjoy the diversity of results. Spend a substantial amount of time discussing what students learned about interpersonal skills from this exercise.
A cruise ship traveling in the remote waters of the Caribbean has encountered a horrible storm, killing all but 14 of its passengers. The only survivors swam to a nearby deserted island which contains no fresh water or food source. Luckily, a helicopter has spotted the group and is coming to rescue them. However, the helicopter can only fit 8 people. There is no equipment available to radio for more help, and anyone left behind will die of dehydration before more help has time to arrive. You must decide in five minutes who will be saved and who will die. If you cannot make the decision, you will ensure everyone's death. Who will you save?

SURVIVORS:

Mary Schneider (8): Caucasian: She is an eight year old girl from New Jersey. She is a very lovable girl whose parents love her very, very much. She was born with mild autism and will never develop her mind past that of a five year old.

Sean Schneider (40): Caucasian: He is the father of eight year old Mary. He is married to Suzanne Schneider. He is professional baseball player and has a history of physical violence against Suzanne. He loves his family and has been in therapy for six months to end his abusive record.

Suzanne Schneider (38): Caucasian: She is the mother of eight year old Mary and wife of Sean. She is a stay-at-home mom and only graduated from high school. She loves her family very much.

Dr. Gill Hickman (78): African American: She is a highly respected doctor who may be on the verge of discovering the cure for breast cancer. All of her notes are in her head.

Charlie Smith (50): Caucasian: Charlie is a recovered drug-addict. When he was younger he was known to be a "wild-man". He is single and is very successful in his work with troubled teenagers who have drug and emotional problems.

Karyen Jones (23): African American: She is a single, loving mother of three children at home, 2, 4, and 5. They all have different fathers and she is on welfare. She just started nursing school.

Brad Pittstone (24): Caucasian: He is a famous movie star who is very attractive. He has fans all over the world and is about to start a new movie.

Lauren Fitzgerald (60): African American: Well-respected civil rights leader. She won the Nobel Peace Prize in 1980 and continues to struggle for the rights of minorities.

Father Howen (51): Caucasian: He is a catholic priest for a small, conservative community. He is a vocal leader for the Pro-life movement. He is not afraid of death.
Johnny Pulick (12): Asian-American: He is a healthy young boy. He lost both of his parents in the shipwreck and has no living family at home. He hopes to one day be a violinist.

Tony Gamboli (35): Caucasian: Loving father of three daughters safe at home with his wife. He is a high school science teacher and football coach. He is a great motivator. He will die of cancer in 15 years.

Bethany Mays (18): Caucasian: She is a high school senior and homecoming queen. She is very popular and dreams of marrying a rich man and raising children. She does not intend to go to college.

Hope Matthews (26): Caucasian: She is a kindergarten teacher who married her high school sweetheart when she was 21. Her husband was killed in the shipwreck and she does not know if she can go on living without him. She is the mother of adopted 11 month old, Jason.

Jason Matthews (11 mts.): Caucasian: Son of Hope Matthews. Jason was born with fetal alcohol syndrome which makes him susceptible to bouts of crying and anxiety. He is otherwise a healthy, happy baby.

* * * * * * * * * *
6. SITUATIONAL SKILLS

Situational skills provide you with the ability to analyze a situation and decide what the most appropriate behavior to respond with would be. These skills allow you to continually adjust to the changing world around you. Adaptability and maturity are important characteristics needed to develop into a successful person. For example, the language and image you use to communicate effectively with your parents is probably different than those you use when with your closest friends. If you are interested in getting a summer job in a bank, you would not arrive at the interview in jeans and a t-shirt. You would wear a suit, tie, dress or other "professional attire". However, if you are interested in working as a lifeguard for the summer, jeans and a t-shirt may be appropriate to wear when applying for the job. Be able to decide what behavior is most appropriate for any given situation is necessary for building a strong self-image.

S:

1. Have students act out three different ways to perform the same activity. Students may work on their own or in pairs. Have them think of an action or conversation, and act out each version of the activity in front of the class. Have the class guess the differences between each situation and ask the "actor" to reveal their intentions at the end.

   Note: Suggestions for simple activities include blow drying your hair, listening to music, talking on the telephone, driving a car, etc. More involved suggestions are asking parents for money, telling a story, eating dinner.

7. JUDGMENTAL SKILLS

These skills include the ability to recognize a situation, analyze what needs to be done, and apply good judgment to the decision you come up with. When we become emotional or feel strongly about a subject, we sometimes let our feelings cloud what the "right" thing to do would be. It is important to be able to foresee the consequences of your decisions and objectively solve a problem. Developing these skills is a necessary step to becoming a successful person.

Suggested Activities:

1. As a class watch the film Crimson Tide. While watching the movie, have students look for good and poor judgement being made by both of the main characters. Have them record critical incidents where individual judgement greatly affected the outcome of the situation. Discuss and debate as a class who used better judgement and why. Have students choose and defend what their choices throughout the movie would have been.

   Note: Good judgmental skills are an important part of being a leader. Taking the time to watch this film during class time is a very effective way to discuss the consequences of making judgement calls. This film will also provide a wealth of discussion material for subsequent topics and lessons.
2. The story found on the next page was written by S.I. Kishor and is an enlightening way to focus on student's decision making and judgement skills. When students come to a break in the story that says "STOP", have them stop and each answer the questions found there. Discuss individual opinions with the class and then continue reading the story.
Six minutes to six, said the bit clock over the information booth in New York's Grand Central Station. The tall young Army lieutenant lifted his sunburned face and narrowed his eyes to note the exact time. His heart was pounding with a beat that shocked him. In six minutes he would see the woman he had never seen, yet whose written words had sustained him unfailingly.

Lieutenant Bradford remembered one day in particular, the worst of the fighting, when his plane had been caught in the midst of a pack of enemy planes.

Five minutes to six: In one of his letters, he had confessed to her that he often felt fear, and only a few days before this battle, he had received her answer, 'Of course you feel fear...all brave men do. Next time you doubt yourself, I want you to hear my voice reciting these words to you: 'Yea, though I walk through the valley of the shadow of death I shall fear no evil, for Thou art with me'...He had remembered, and it had renewed his strength.

Now he was going to hear her real voice. Four minutes to six.

A girl passed close to him and Lieutenant Bradford started. She was wearing a flower, but it was no the little red rose they had agreed upon. Besides, this girl was only about 18, and Helen Taylor had told him in one of her letters she was 30. "What of it?" he had answered to himself, "I'm 32." He was 29.

Three minutes to six: His mind went back to the book he had read in the training camp. Eternal Love, it was; and throughout the book were notes in a woman's writing. He had never believed that a woman could see into a man's heart so tenderly, so understandingly. Her name was on the bookplate: Helen Taylor. He had got hold of a New York City telephone book and found her address. He had written; she had answered. Next day he had been shipped out, but they had gone on writing.

For thirteen months she had faithfully replied. When his letters did not arrive, she wrote anyway, and now he believed he loved her; and she loved him.

Two minutes to six: But she had refused all his pleas to send him her photograph. She had explained: "If your feeling for me has any reality, what I look like won't matter. Suppose I'm beautiful. I'd always be haunted that you had been taking a chance on just that, and that kind of love would disgust me. Suppose I'm plain (and you must admit that this is more likely), then I'd always fear that you were only going on writing because you were lonely and had no one else. No, don't ask for my picture. When you come to New York, you shall see me and then you shall make your decision."

One minute to six...he swallowed hard. Then Lieutenant Bradford's heart leaped.

A young woman was coming toward him. Her figure was long and slim; her blond hair lay back in curls from her delicate ears. Her eyes were blue as flowers, her lips and chin had a gentle firmness. In her pale green suit, she was like springtime come alive.

He started toward her, forgetting to notice that she was wearing no rose, and as he moved, a small, provocative smile curved her lips.

"going my way, soldier?" she murmured.

He made one step closer to her. Then he saw Helen Taylor.

She was standing almost directly behind the girl, a woman well past 40, her graying hair tucked under a worn hat. She was more than plump, her thick-ankled feet were thrust into low-heeled shoes. But she wore a red rose on her rumpled coat. The girl in the green suit was walking quickly away.
Bradford felt as though he were being split in two, so keen was his desire to follow the
girl, yet so deep was his longing for the woman whose spirit had truly companioned and upheld
his own through her letters and there she stood. He could see that her pale, plump face was
gentle and sensible; her gray eyes had a warm twinkle.

STOP HERE!

What should Lieutenant Bradford do? Should he turn around and run while he still has
the chance to, or should he be true and faithful and accept the woman whose letters had so
faithfully given him courage to face danger while he was in the Army? What would he do if the
love that had developed through the letters was real? What would you do in the same situation?

* * * * * * *

Lieutenant Bradford did not hesitate. His trembling fingers gripped the worn copy of the
book, *Eternal Love*, which was to identify him to her. This may not be love, but it would be
something precious, a friendship for which he had been and must ever be grateful...He squared his
shoulders, stepped forward saluted, and held the book toward the woman, although even while he
spoke he felt the bitterness of his disappointment.

"I...I'm Lieutenant John Bradford, and you...you are Miss Taylor. I'm so glad you could
come meet me. May...may I take you to dinner?"

The woman's face broadened with a tolerant smile. "I don't know what this is all about,
son," she answered. "That young lady in the green suit, she begged me to wear this rose on my
coat. And she said that if you asked me to go out with you, I should tell you she's waiting for you
in that restaurant across the street. She said it was some kind of test."
"There is no more powerful engine driving an organization toward excellence and long-range success than an attractive, worthwhile, and achievable vision of the future, widely shared."

When you were a kid, did you have a dream of what you wanted to be when you grew up? If so, then you already have a pretty good idea what a vision is and have had some practical experience forming one. You also know how powerful that personal vision was in motivating your own behavior and shaping your destiny.

Although the aforementioned vision was of the personal sort, the same concepts apply to your role as a leader of individuals joined together for some common purpose, that is, as the leader of an organization. A leader's vision also inspires action and helps shape the future, but unlike a personal vision, it does so through the powerful effects it has on the people who work for, use, or otherwise have an interest in the leader's organization.

Quite simply, a vision is a realistic, credible, attractive future for your organization or yourself. It is your articulation of a destination toward which you or your organization should aim. It is a future that in important ways is better, more successful, or more desirable for your organization than is the preset.

A vision is only an idea or an image of a more desirable future for the organization, but the right vision is an idea so energizing that it in effect jump-starts the future by calling forth the skills, talents, and resources to make it happen.
Suggested Activities:

1. Read the following reproduction of Martin Luther King, Jr.'s *I Have a Dream* speech. Answer and discuss the questions that follow the speech.

**Martin Luther King, Jr.**

"I Have a Dream"

*August 28, 1963*

I say to you today, my friends, that in spite of the difficulties and frustrations of the moment I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident; that all men are created equal."

I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slaveowners will be able to sit down together at the table of brotherhood.

I have a dream that even one day the state of Mississippi, a desert state sweltering with the heat of injustice and oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

I have a dream today.

I have a dream that one day the state of Alabama, whose governor's lips are presently dripping with the words of interposition and nullification, will be transformed into a situation where little black boys and black girls will be able to join hands with little white boys and white girls and walk together as sisters and brothers.

I have a dream today.

I have a dream that one day every valley shall be exalted, every hill and mountain shall be made low, the rough places will be made plains, and the crooked places will be made straight, and the glory of the Lord shall be revealed, and all flesh shall see it together.

This is our hope. This is the faith with which I return to the South. With this faith we will be
able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.

This will be the day when all of God's children will be able to sing with new meaning, "My country 'tis of thee, sweet land of liberty, of thee I sing. Land where my fathers died, land of pilgrim's pride, from every mountainside, let freedom ring."

And if America is to be a great nation this must become true. So let freedom ring from the prodigious hilltops of New Hampshire. Let freedom ring from the mighty mountains of New York. Let freedom ring from the heightening Alleghenies of Pennsylvania!

Let Freedom ring from the snowcapped Rockies of Colorado!

Let Freedom ring from the curvaceous peaks of California!

But not only that; let freedom ring from the Stone Mountain of Georgia!

Let freedom ring from every hill and molehill of Mississippi. From every mountainside, let freedom ring.

When we let freedom ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of that old Negro spiritual, "Free at last! Free at last! Thank God almighty, we are free at last!"

Questions to Consider:

1. In reading Dr. King's speech, how does his vision make you feel?

2. List some of the qualities and characteristics of Dr. King's speech. What made it effective and powerful? What did you find yourself relating to? What would you have changed?

* * * * * * * * *
2. Watch Joel Barker's *The Power of Vision*. What are the four components of the vision community? Why are they important? What does Mr. Barker have to say about the increasing importance of possessing a personal vision and relating to others' visions.

*Note: This videotape is an excellent one to describe the importance of vision and how it relates to personal goals and motivational factors. We have watched this and felt it was an extremely relevant video.*

(available from Charthouse International Learning Corporation,
221 River Ridge Circle, Burnsville, MN 58337)

* * * * * * * * * *

3. Writing Exercise: Create your personal vision statement. What is your vision for yourself? Where do you see yourself in the future, what do you want to be important to you, etc. See the next two pages for more details.
Developing a Personal Vision Statement

Organizational visions are influenced greatly by our assumptions about people and the world in which we live. No matter how grand the opportunity, if a leader is not open to it, the vision for developing that opportunity will be constrained. Ultimately, the benefits from that particular experience will prove to be relatively few in number and will not leave a very lasting impression. With this in mind, consider developing your own personal vision. We have already defined vision as "an ideal and unique image of the future." In creating your own vision, you are encouraged to think freely and idealistically. The following steps have been created to act as a guide in developing your vision. They can be adhered to as much or as little as one would like, but in no way should they inhibit your creative process or final product.

**Step 1. Think about your past**
Before you attempt to write your vision statement, we recommend that you write down significant past events. Consider Shepard and Hawley's "lifeline" approach:

- Draw your lifeline as a graph, with the peaks representing the highs in your life and the valleys representing the lows. Start as far back as you can remember and stop at the present time.
- Next to each peak, write a word or two identifying the peak experience. Do the same for the valleys.
- Now go back and think about each peak, making a few notes on why each was a high point for you.
- Analyze your notes. What themes and patterns are revealed by the peaks in our life? What important personal strengths are revealed? What do these themes and patterns tell you about what you're likely to find personally compelling in the future?

**Step 2. Determine what you want**
Are you in school to do something or are you in school for something to do? If your answer is "to do something," take out a sheet of paper and at the top write, "What I want to accomplish." Now make a list of all the things that you want to achieve in school. For each item, ask yourself, "Why do I want this?" Keep on asking why until you run out of reasons. By doing this exercise, you're likely to discover those few times that are the idealized ends for which you strive to reach. Here are some additional questions you can use to help clarify your vision:

- How would I like to change the world for myself and my peers?
- If I could invent the future, what future would I invent for myself and my peers?
- What mission in life absolutely obsesses me?
- What's my dream about my school and my education?
- What do I do that I find absorbing, involving, enthralling, exciting...? What will happen in ten years if I remain absorbed, involved, enthralled, excited...?
- What does my ideal life look like?
What is my personal agenda? What do I want to prove?

**Step 3. Write an article about how you've made a difference**

Your responses to the questions just posed should give you some clues to what you would like to accomplish in your life (and why). Now take it a step further. Imagine that it's the year 2005 and you've been selected to receive an award as one of the fifty people who have made a difference in this century. Imagine that a national magazine has put together an article about the difference that you've made to your school, family, or community. Write that article. Don't censor yourself. Allow this opportunity to record your hopes and dreams even if you find the process somewhat embarrassing. The more comfortable you are in discussing your innermost wishes, the easier it will become to communicate a vision to others. In writing your article, ask yourself the following questions:

- What are you most proud of?
- What's your greatest contribution to your community's growth?

Then, once you've answered these and similar questions, project your answers into the future. Writing an article like this- and then reading it to your peers- is a very powerful way to clarify what is important to you. By looking back at your life and its potential, you can decide your own "legacy-" what you want the world to remember about you when you leave it. Your article should try and bring this legacy into clearer focus.

**Step 4. Write a short vision statement**

Taking all of the information and ideas you have just gathered, write your own ideal and unique image of the future for yourself and for your peers/ community. We recommend that this statement be short, because you ought to be able to tell it to others in about 5 to 7 minutes.

Once you have written it, try drawing it, finding a picture that resembles it, or creating a symbol that represents it! Finally, create a short slogan of five to nine words that captures the essence of your vision. A brief slogan is very useful in communication. It's not a substitute for a complete statement, but it should help others to remember the main theme of your vision.

*Note: Coming up with your own personal vision statement takes up a lot of time and thought. This can be a very rewarding exercise if taken seriously. Don't cheat yourself. Start early and spend some time thinking about it and kicking ideas around in your head. Remember, there are no right or wrong answers to this project! Your evaluation will be based on the amount of time, thought, and energy your final product conveys. You are encouraged to be as creative as you want with this assignment! Good luck, and most of all, have fun!*
"You do not lead by hitting people over the head-- that's assault, not leadership."

--Dwight D. Eisenhower

One cannot fully understand leadership without understanding the concepts of power, influence, and influence tactics. Although these terms appear to be very similar, it may be helpful to distinguish between them.

**POWER** has been defined as the capacity to produce effects on others (House, 1984) or the potential to influence (Bass, 1990).

**INFLUENCE** can be defined as the change in a target agent's attitudes, values, beliefs, or behaviors as the result of a person's use of influence tactics.

**INFLUENCE TACTICS** refer to one person's actual behaviors designed to change another person's attitudes, beliefs, values, or behaviors.

Now that we have differentiated between power, influence, and influence tactics, it should be noted that the use of these concepts in leadership is not one-directional. One of the biggest misconceptions in leadership today is that the essence of leadership is a leader's influence over followers. While a leader typically has a considerable amount of influence over his or her followers, reciprocity does occur consistently. This section seeks to clarify this misconception and improve leader effectiveness by reflecting on the types of power they may use or that may be used on them.
POWER AND LEADERSHIP

TYPES OF POWER (French and Raven, 1959)

**EXPERT POWER** is the power of knowledge and expertise. 
*ex. "only a doctor can tell you, 'you need an operation'"

**REFERENT POWER** refers to the potential influence one has due to the strength of the relationship between the leader and the followers. When people admire a leader and see him or her as a role model, we say he or she has referent power. "power in a relationship"

**LEGITIMATE POWER** depends on a person's organizational role. It can be thought of as one's formal or official authority. *(note: legitimate authority and leadership are not the same thing. Just because you hold a formal position of high authority does not mean you are a leader.)*
"power through position"

**REWARD POWER** involves the potential to influence others due to one's control over desired resources. *ex. "If you do a good job on your project, you'll get an 'A'"

**COERCIVE POWER** the opposite of reward power, it is the potential to influence others through the administration of negative sanctions or the removal of positive events. In other words, it is the ability to control others through the fear of punishment. *ex. "Here is my gun... everybody stay put!"*
POWER STYLES

Characteristic styles of leadership power have been identified and classified into three major categories: Autocratic, Democratic, and Laissez-faire. Most often leaders use a little of each style to achieve the group's goals, but it is important to be able to identify the general power style being used.

Autocratic Leader:
- has complete authority and control.
- "tells" group members what needs to be done.
- may or may not consider what group members think or feel.
- does not let group members participate directly in decision making process.
- may use persuasion or coercion to accept his or her decision.

Democratic Leader:
- lets entire group shares in decision making.
- informs group on topic and asks for substantial input.
- gets group's reaction on tentative decisions.
- works for group goals.
- ultimately selects solution based on group desires.

Laissez-faire Leader:
- exerts little influence or control.
- encourages group decisions.
- gives recognition to group members.
- tends to act as guide or coach.

Suggested Activities:

1. Have the class watch the film A Few Good Men. Answer the following questions as a class. Who has the power in this film and how did they get it? What type of power was used in the film? How did the use of power effect the followers? How could the leader have used his or her power differently?
"Leadership is the most observed and least understood phenomena on earth."

- James McGregor Burns

Although leadership has been practiced for centuries, only recently have we begun to consider it to be a field of study. There are thousands of articles, books and films analyzing this amazing process called "leadership". While we have gained considerable insight into the phenomenon, it seems as we ask more questions, more questions arise. Leadership education is in a state of evolution; We are gaining knowledge and building theories on what we understand about leadership. These theories are revolutionary and full of insights. We must always however, be aware of their weaknesses and use critical thought to judge their conclusions. These theories provide us with a strong conceptual framework and serve as able tour guides through our study of leadership.
One of the earliest approaches to studying leadership is the trait-theory. "These early trait studies attempted to identify physical characteristics, personality traits, and abilities of people who were believed to be natural leaders. This theory derived from the premise that there are specific traits which separate "great-men" from ordinary men. "Traits refer to a variety of individual attributes including aspects of personality, temperament, needs motives and values. In the past, leaders possessing an array of desirable traits were considered heroes and achieved elevated status based on their almost super-human qualities.

Many tests have been conducted to determine what traits differentiate leaders from non-leaders. In a review by R.M. Stogdill (1948) of 124 trait studies conducted from 1904 to 1948, a number of traits were found to differentiate repeatedly between leaders and non-leaders. Significant traits included intelligence, alertness to the needs of others, understanding of the task, initiative and persistence in dealing with problems, self-confidence, and desire to accept responsibility and occupy a position of dominance and control. Despite these conclusions however, Stogdill also found that results vary from situation to situation. Stogdill's final conclusion was "A person does not become a leader by virtue of possession of some combination of traits...the pattern of personal characteristics of the leader must bear some relevant relationship to the characteristics, activities, and goals of the followers."

Research has not substantiated the premise that leaders must possess a certain collection of traits in order to be successful. By examining traits however, we have discovered that bearing particular traits may increase the likelihood that a person will be an effective leader. The right genetic characteristics will not guarantee that someone will become an effective leader, but it may increase the chances.

Traits and Skills Found Most Frequently to be Characteristic of Successful Leaders

<table>
<thead>
<tr>
<th>TRAITS</th>
<th>SKILLS</th>
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<tr>
<td>Adaptable to situation</td>
<td>Clever</td>
</tr>
<tr>
<td>Alert to social environment</td>
<td>Conceptually skilled</td>
</tr>
<tr>
<td>Ambition and achievement oriented</td>
<td>Creative</td>
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<tr>
<td>Assertive</td>
<td>Diplomatic and tactful</td>
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<tr>
<td>Cooperative</td>
<td>Fluent in speaking</td>
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<tr>
<td>Decisive</td>
<td>Knowledgeable about task</td>
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<tr>
<td>Dependable</td>
<td>Organized</td>
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<td>Dominant</td>
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<td>Energetic</td>
<td>Socially skilled</td>
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<td>Persistent</td>
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<td>Self-confident</td>
<td></td>
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<tr>
<td>Tolerant of stress</td>
<td></td>
</tr>
<tr>
<td>Willing to assume responsibility</td>
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</tbody>
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Suggested Activities:

1. Case Study. Read the following case study individually. Write down your answers to the questions at the end of the scenario and be prepared to discuss them with the class.

The Intolerable Boss

It was three o'clock on Sunday afternoon, and Bob Parker's stomach had begun to hurt. By dinner he wasn't hungry, and at bedtime he couldn't sleep. In the morning, the persistent buzzing of the alarm took forever to pierce his troubled dreams. As he drove to the office, with each mile he felt the spring inside him coil tighter.

It was not the challenge of the job. The adversity and risk of turning a business around or building a plant in the jungle were exhilarating, not immobilizing. Success in tough business situations marked his career, and he had numerous and rapid promotions. No, it wasn't the overwhelming responsibility of his current job that brought this forty-year old executive to his knees; it was his boss. For the first time in his career Bob was faced with a situation that he didn't know how to handle. Even more frustrating was the feeling that there was an important job to be done and such a situation should not exist.

There was no question how his boss got where he was. Extremely confident and incredibly talented in handling technical problems, he got results. But his remarkable results were achieved at a horrible cost to others. His boss was completely devoid of sensitivity, kindness, and patience. He treated people as if they were no different than material or financial resources, to be bought, sold, and used up. If one of his people made a serious mistake, he'd write the person off no matter how competent and successful the person was previously. Moody and volatile, he might come down on anyone at any time. His intelligence was a club that he wielded with impunity, chewing out subordinates in front of others, mounting scathing attacks on other people's ideas, and sometimes deliberately setting up subordinates to make them look stupid. Ironically, he could be charming and pleasant when it suited his purpose, which was usually when interacting with top management.

Bob tried to cope with personal despair and frustration by playing mind games with himself. He tried to convince himself that he worked for the company, not for the boss. As he watched his boss exploit and demean subordinates, he vowed never to treat anyone that way himself. As more Mondays went by, Bob had to learn skills for dealing with adversity that were not needed in previous tough assignments. He learned to maintain his composure under direct personal assault. He began to time his moves around his boss's moods, and he gave up some things to other things that were more important for the work. He leaned on others for supports, as they did on him. He learned that even when you can't do much to change someone, you can change your own behavior to make the best of a bad situation.

In his bleakest moments Bob felt that top management had forgotten him and his brilliant career was at an end. Then, unexpectedly, his boss was fired and Bob was promoted to the boss's job. He found out later that the company had already written off his boss weeks ago, and it was Bob that was being judged. By keeping cool and by continuing to do his job despite the terrible circumstances, Bob had passed a test he didn't even know he was taking. He learned that he could handle this type of adversity, and he also learned that his company would not tolerate behavior like that of his former boss. Ironically, there was yet another lesson he had learned. Watching the dazzling brilliance of his boss in action, he learned how to be more effective in
dealing with technical problems.

Questions

1. What traits caused the boss to experience initial career success but eventually derailment?
2. How difficult is it for someone in Bob's situation to learn useful lessons from tough experiences?
3. What traits helped Bob survive and learn from his ordeal?

2. Both The Odyssey, and ancient Greek myths serve as useful tools for studying the trait theory and Great Man Theory. Have students analyze and discuss these mythic heros in depth and give oral presentations on the leader of their choice.
TRANSACTIONAL AND TRANSFORMING LEADERSHIP

We have already learned that leadership is a process involving the leader, follower and context. Different leadership styles become apparent by studying the nature of the interactions among each of these three elements. By studying the relationships between leaders and followers, we become aware of the types of influence being used to achieve certain goals. The most basic process of influence used in the leadership process is transactional. The transactional approach to leadership has several essential components. First, the leader-follower relationship centers around the exchange of valued things. This means that leaders give followers something in exchange for something else. Oftentimes, leaders give monetary compensation to followers in exchange for their hard work. However, the exchange does not have to be monetary or even tangible. Sometimes leaders give followers hope in exchange for recognition or the opportunity to exert influence. Transactional leadership is built on the assumption that leaders and followers enter into a written or unwritten contract of mutual rights and obligations. In transactional leadership, leaders motivate followers by setting and promising rewards for performance.

In order to judge whether a transactional leadership process has been effective, we must examine whether or not the exchange was a fair one. For example, if followers work in a sweat shop for 70 hours a week, receive only $20 in compensation and feel cheated, we can judge that this is ineffective leadership. The exchange of benefits is obviously unjust and we can conclude that ineffective leadership has been displayed. Transactional leadership is often effective in achieving a group's goal, but does little to stimulate intellectual and spiritual growth in the followers. If you are looking to form a deep holistic relationship with your followers, transactional leadership is not the best style to choose. But if you need to "get the job done", transactional leadership has proven to be very effective.

Transforming Leadership is significantly different from the brief exchange of transactional leadership. Transforming leadership occurs "when one or more personal engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality". Transforming leaders focus on developing their followers' higher-order needs and values such as peace, justice and empathy. Transforming leadership raises followers from their everyday selves to higher, better selves. While transactional leadership motivates followers by appealing to their sense of reward, transforming leadership motivates followers by appealing to their sense of outward focus and self-improvement. Transforming leaders inspire people to change themselves and the world around them. Transforming leadership can be seen all around us, but it is far from an average occurrence.
Leadership, unlike naked power-wielding, is thus inseparable from followers' needs and goals. The essence of the leader-follower relation is the interaction of personas with different levels of motivation and of power potential, including skill, in pursuit of a common or at least joint purpose. That interaction, however, takes two fundamentally different forms. The first I will call transactional leadership. Such leadership occurs when one person takes the initiative in making contact with others for the purpose of an exchange of valued things. The exchange could be economic or political or psychological in nature; a swap of goods or of one good for money; a trading of votes between candidate and citizen or between legislators; hospitality to another person in exchange for willingness to listen to one's troubles. Each party to the bargain is conscious of the power resources and attitudes of the other. Each person recognizes the other as a person. Their purposes are related, at least to the extent that the purposes stand within the bargaining process and can be advanced by maintaining that process. But beyond this the relationship does not go. The bargainers have no enduring purpose that holds them together; hence they may go their separate ways. A leadership act took place, but it was not one that binds leader and follower together in mutual and continuing pursuit of higher purpose.

Contrast this with transforming leadership. Such leadership occurs when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality. Their purposes, which might have started out as separate but related, as in the case of transactional leadership, become fused. Power bases are linked no as counterweights but as mutual support for common purpose. Various names are used for such leadership, some of the derisory: elevating, mobilizing, inspiring, exalting, uplifting, preaching, exhorting, evangelizing. The relationship can be moralistic, of course. But transforming leadership ultimately becomes moral in that it raises the level of human conduct and ethical aspiration of both leader and led, and thus it has a transforming effect on both. Perhaps the best modern example is Gandhi, who aroused and elevated the hopes and demands of millions of Indians and whose life and personality were enhanced in the process. Transcending leadership is dynamic leadership in the sense that the leaders throw themselves into a relationship with followers who will feel "elevated" by it and often become more active themselves, thereby creating new cadres of leaders. Transcending leadership is leadership engage. Naked power-wielding can be neither transactional nor transforming; only leadership can be.
CHARISMATIC LEADERSHIP

Charisma is a Greek word that means "divinely inspired gift". In contemporary times, it is defined as "a process wherein a leader influences followers by arousing strong emotions and identification with the leader." Charismatic people are engaging, expressive, and inspiring. Those who listen to a charismatic person speak often leave feeling uplifted and in awe of the power of the speaker's strength. Similarly, charismatic leaders motivate followers through their perception that the leader is an exceptional person. Charismatic leaders are self-sacrificing, putting the needs of the group before his or her own needs. They set high expectations for the followers and express confidence that they can attain them. Charismatic leaders have a strong conviction in their own beliefs and vision and are able to effectively communicate that vision to the followers. These visions of the future inspire excitement commitment to the cause or group goal.

Charismatic leaders have profound effects on the lives of their followers. They develop a strong trust is between them and their followers, leading to strong identification and obedience by the followers. These "super-human" leaders make the group's goals seem more noble, meaningful and morally uplifting to the followers. The relationship between followers and a charismatic leader is based on strong emotions and creates the potential for extraordinary change.

The dark side of charisma: The study of great historical charismatic leaders reveals that there are both positive and negative uses of charisma. For example Mohandas Gandhi and Martin Luther King, Jr., are considered two of the greatest positive charismatic leaders, while Adolf Hitler, and Reverend Jim Jones of the People's Temple are prime examples of the "dark side of charisma". One way to judge whether charisma has been used positively or negatively is to examine the consequences created for the followers. Ask yourself, "Did the followers benefit from the methods and goals of the leader?" People still disagree as to whether certain leaders have been harmful or beneficial, but it is important to analyze and judge the actions of a charismatic leader and understand why you have come to your conclusion.

Suggested Activities:

1. Martin Luther King, Jr. was one of the most charismatic leaders in history. Have students read a biography or watch a film about Dr. King and apply their knowledge of charismatic leadership. Discuss the following questions: Why did so many people follow Martin Luther King, Jr.? How was Dr. King's charisma demonstrated? Is charismatic leadership effective? Why?

   Note: It may also be helpful to review Dr. King's speech found in the "Vision" section of the course. Listening to an audio version or watching a taped rendition of the speech has proved very instrumental in a student's study of charismatic leadership.
2. Have students examine their lives and find the most charismatic person they know. He or she could be a coach, a teacher, a friend, or a grandparent. Have each student write an essay describing that person and why they are the most charismatic person they know.

Note: The most charismatic person we know is Coach Jim Reid, the head football coach at the University of Richmond. Having him as a guest speaker would be an excellent way to show students first hand the impact of a charismatic leader.

3. There are many real life leaders who almost perfectly demonstrate what is meant by the "dark side of charisma". Such people include Adolf Hitler, David Koresh, and Reverend Jim Jones. In depth studies of any or all of these men would be very useful in helping students grasp the negative effects of a immoral charismatic leader.

* * * * * * * * * *

TRANSFORMATIONAL LEADERSHIP

The term "Transformational Leadership" is often used interchangeably with charismatic leadership. These two theories are very similar, however Transformational leadership builds on the theory of charismatic leadership. Transformational leadership is the process of empowering followers to accomplish a group's objectives. It motivates individuals to do more than they originally expected to do. According to Bernard Bass, "the leader transforms and motivates followers by: (1) making them more aware of the importance of task outcomes, (2) inducing them to transcend their own self-interest for the sake of the organization or team, and (3) activating their higher-order needs. 34

According to the theory, there are four components of transformational behavior: charisma, intellectual stimulation, individualized consideration and inspirational motivation. We have already defined charisma as a process wherein a leader influences followers by arousing strong emotions and identification with the leader. Intellectual stimulation refers to the leaders ability to increase followers ability to recognize and solve problems in new ways. Individualized consideration involves developing relationships with followers which convey support and encouragement and stimulate personal development. And finally, inspirational motivation is defined as "the extent to which a leader communicates an appealing vision, uses symbols to focus subordinate effort, and models appropriate behaviors." 35 These four components interact to create change in the followers and determine the success of transformational leadership.

The success of a transformational leader can be determined by the amount of trust, loyalty and respect found in followers toward their leader. This type of leadership is also evaluated by the degree of motivation felt by followers to accomplish more than they originally believed they could.
**Transformational Leadership**  vs.  **Charismatic Leadership**

<table>
<thead>
<tr>
<th>Transformational Leadership</th>
<th>Charismatic Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>* arouses emotion and identification</td>
<td>* Arouses emotion and identification</td>
</tr>
<tr>
<td>* followers are transformed by leader</td>
<td>* followers identify with leader</td>
</tr>
<tr>
<td>* leader seeks to empower followers</td>
<td>* leader has most of the power</td>
</tr>
<tr>
<td>* leader often serves as coach, mentor</td>
<td>* leader often serves as hero, idol</td>
</tr>
<tr>
<td>* found throughout all facets of life</td>
<td>* is very rare</td>
</tr>
</tbody>
</table>
Attributes of Transformational Leaders[^36]

- saw themselves as change agents
- were prudent risk takers
- believed in people
- sensitive to the needs of followers
- able to articulate a set of core values
- guided behavior according to these core values
- flexible and open to learning from experience
- have strong cognitive skills
- believe in need for disciplined thinking and careful analysis of problem
- visionaries who trusted their vision

GUIDELINES FOR TRANSFORMATIONAL LEADERSHIP[^37]

- Develop a clear and appealing vision.
- Develop a strategy for attaining the vision.
- Articulate and promote the vision.
- Act confident and optimistic.
- Express confidence in followers.
- Use early success in small steps to build confidence.
- Celebrate successes.
- Use dramatic, symbolic actions to emphasize key values.
- Lead by example.
- Create, modify, or eliminate cultural norms.

[^36]:
[^37]:
Suggested Activity:

1. Perhaps the best example of real transformation occurring in society is the
transformation of the country of South Africa. An in-depth study of the country's
transformation through apartheid, or a guest-speaker on the subject would serve as a useful tool
for giving students a "real" example of transformation.

* * * * * * * * * *

SERVANT LEADERSHIP

A servant leader, as defined by Robert Greenleaf, "is servant first...it begins with the
natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire
to lead". Unlike the heroic image of charismatic leaders, servant leaders are very "human-like".
Their closeness to the people allows them to see, to listen and to understand. These servant
leaders often go unrecognized, giving of themselves secretly to the group. Servant leaders inspire
followers to a higher morality. They give of themselves with inner joy and satisfaction. They are
motivated by pure selflessness, and care for their followers more than they care for recognition.

Servant leaders are different than those who simply serve. Servant leaders act on their
good will and create significant consequences through their actions. The servant leader becomes
successful by placing the needs of the followers above his or her own well-being. The servant
leader stays in the background; she is a coach, a guide, an inspirer.

Taken from Tao Te Ching by Lao Tzu

7. Selflessness

True self-interest teaches selflessness.
   Heaven and earth endure because they are not simply selfish
   but exist in behalf of all creation. The wise leader, knowing this, keeps
   egocentricity in check and by doing so becomes even more effective.
   Enlightened leadership is service, not selfishness. The leader
   grows more and lasts longer by placing the well-being of all above the
   well-being of self alone.
   Paradox: By being selfless, the leader enhances self.
17. Being a Midwife

The wise leader does not intervene unnecessarily. The leader's presence is felt, but often the group runs itself. Lesser leaders do a lot, say a lot, have followers, and form cults.

Even worse ones use fear to energize the group and force to overcome resistance. Only the most dreadful leaders have bad reputations.

Remember that you are facilitating another person's process. It is not your process. Do not intrude. Do not control. do not force your own needs and insights into the foreground.

If you do not trust a person's process, that person will not trust you.

Imagine that you ar a midwife; you are assisting at someone else's birth. Do good without show or fuss. Facilitate what is happening rather than what you think ought to be happening. If you must take the lead, lead so that the mother is helped, yet still free and in charge.

When the baby is born, the mother will rightly say:
"We did it ourselves!"

CITIZEN LEADERSHIP

Citizen leaders "take sustained action to bring about change that will permit continued or increased [community] well-being".40 This kind of leadership is concerned with raising the standard of living of an entire community. Citizen leaders strive to addresses people's needs at a local level and often have tremendous impact on the lives of their communities. Many citizen leaders are transforming and raise their followers to higher levels of ability and aspiration.

CITIZEN LEADERS:

- do not choose leadership.
- prefer private over public lives.
- are not glamorous.
- speak in simple terms.
- have a strong sense of moral responsibility.
- do not see themselves as great.
- do not receive traditional recognition.
- embark to create great community or social change.
• strive to better the lives of everyone.

Suggested Activities:

1. In The Leader's Companion, by J. Thomas Wren, read the article "The Making of a Citizen Leader", on page 310, by Cheryl Mabey.

2. In The Leader's Companion, by J. Thomas Wren, read the article "Defining a Citizen Leader", on page 11, by Richard Couto.

SITUATIONAL LEADERSHIP

Until now, the leadership theories and concepts that have been investigated focus primarily on the leader and his or her skills, characteristics, and/or style of leadership. The situational leadership theory, however, seeks to explain a leader's behavior with a group of followers in terms of the context (or situation) they were in at the time of the interaction. Broadly generalizing this theory, it basically asserts that there is more than one "correct" way to act (or react, or lead, etc)

Suggested Activity:

LEADER

FOLLOWERS

SITUATION (Task, Organization, Environment, etc.)

2. Ibid.


5. Ibid.

6. Ibid.

7. Valentine,


10. Ibid.


12. Ibid.

13. Ibid.

14. Ibid.

15. Ibid.

16. Ibid.

17. Ibid.

18. Ibid.


23. Ibid., 114.

24. Ibid., 114.


26. Ibid., 252.

27. Ibid., 254.

28. Ibid., 256.

29. Ibid., 256.


31. Ibid.

32. Ibid.


34. Ibid.

35. Ibid.

36. Ibid.

37. Ibid.


39. Ibid., 69.

40. Ibid., 11.
FOOTPRINTS OF A LEADER:
Studying the Path of Leadership

An Instructional Guide
Part II of IV

Kimberly Bach and Charles Johnston
Editor/Writer
TENTH GRADE COURSE OUTLINE
LEADERSHIP MODULE
(Leadership Center)

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      1. Groups vs. Individuals
   B. Experiencing Groups

II. Group Dynamics
   A. Group Development
      1. Forming stage
      2. Storming stage
      3. Norming stage
      4. Performing stage
      5. Adjourning stage
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Working in Groups

"A camel is a horse designed by committee"

We know that leadership is not something that an individual does. It is a group process that involves the contribution of all group members. When a group moves toward a goal together, leadership is happening. Although there is evidence that individuals sometime perform better than a group, most often the quality of decision making is enhanced in groups. It is a leader's job to create an environment that is so enthusiastic and productive that the group can't help but accomplish its goals. The world is changing rapidly, but one thing remains the same. We need each other...and the more we work in groups, the better we get at it.
WHY WORK IN GROUPS?¹

♦ Groups tend to perform best as the complexity of a task increases.
  - greater availability of information and talent.
  - provides opportunity for checks and balances.

♦ Groups are better at judgement decisions than individuals are.
  - other people spark creative thinking.
  - groups help individuals to be sensitive to a range of new information
  - groups have a greater capacity to store and process information

WHY AVOID GROUPS?²

♦ Not all problems are suitable for groups.
  - groups are of little value when the task requires the technical expertise of a highly trained specialist.
  - a collection of less knowledgeable people will only slow the process.

♦ Groups take time.
  - if time is important and a quick decision is essential, relying on an individual to make the decision may be best.

Suggested Activity:

1. In The Leader's Companion, by J. Thomas Wren, read the article "Groupthink", on page 360, by Irving Janis. Discuss as a class.

* * * * * * * * *
2. *Lost on the Moon Exercise*

*Purpose*
To demonstrate the problems and benefits of working as a group.

*Time*
This exercise can be completed in a one hour session.

*Instructions*
Prepare enough copies of the problem to have 2 for each student. Briefly introduce the problem to that class by reading the situation at the top of the following pages and provide each student with a copy of the problem. Divide the class into groups of about five and have students put their group number on the top of their problem sheet. Instruct each student to work individually, ranking each item in order of importance and recording the ranking on their sheet.

Do not discuss! Immediately after the class is finished completing the problem individually, have the students get into their assigned groups and complete a "group ranking sheet". All groups must come to a consensus on the ranking of all items. The group should be allowed plenty of time to reach its decision (a full half hour or more).

Display and discuss the scoring key and the scoring method to be used. Have each student score their individual sheets, and then have each group score their group sheet.

Discuss the following questions one by one:

1. Did the group do better than any individual?
2. Did the group do better than the average individual? Why?
3. Did some members have more influence than others? Why?
4. How did your group reach your agreement?
5. How do you feel about the benefit of grouping?
INTRODUCTION TO EACH OTHER

The following section contains activities aimed at helping students get to know the other students in the class and get acclimated with the idea of working in groups. They encourage open discussion, increase group communication and encourage creativity.

Suggested Activities:

1. **Color, Car, Character.** Have students sit in a circle facing each other. Distribute pencil and paper to each student. Ask each person to write down his or her name on the piece of paper. Under their name, each person is to write a color he or she feels fits their personality. Beneath the color, they are to write the name of a car that they think is appropriate to their self-image. Finally, under the name of the car, have each person write the name of a fictional character with whom he or she identifies. Then, one at a time, each person is to provide a brief rationale for each choice. (time: 15-20 minutes)

2. **Trust Walk.** Divide the class in half. Half the group is to be blindfolded, the other half becomes the leaders. Pair each blindfolded person with one leader. Have leaders guide their partner all around the room. After a few minutes, reverse the roles. (time: 10 minutes)

Discussion the following questions:

1. How did you feel as the leader?
2. How did you feel being blindfolded?
3. Did you trust your partner to take care of you?
4. Did you feel responsible to take care of your partner?
EXPERIENCING GROUPS

The following section contains activities which are meant to introduce students to the idea and importance of grouping. After each activity there should be a discussion period where students and teacher reflect on group process, obstacles, and lessons learned. The activities are enjoyable, but require thought, effort, and self-disclosure. In each challenge, projects are evaluated for both their product and their process. After each challenge, groups present their product and discuss details about their process and problems they faced. Students should use what they learn from each challenge to help them in the next challenge.

Suggested Activities:

1. **Building a Tower.** Divide the class into groups of three. Give each group a set amount of mini-marshmallows and spaghetti. Have each group create the tallest free standing tower. (time: 20-30 minutes) Discuss as a class.

2. **Building a Bridge.** Divide the class into groups of three. Give each group 10 straws and 10 pins. Have each group create the tallest free standing bridge to support the most weight. (time: 30 minutes) Discuss as a class.

3. **Boat Racing.** Divide the group into pairs. Give each group one two liter soda bottle, baking soda, and vinegar. Have each group build a boat that will travel fastest down a long trough. (time: 45 minutes) Discuss as a class.

4. **Dropping an Egg.** Divide the group into groups of three. Give each group a raw egg. Have each group design a way to drop the egg from a second story window without breaking it (additional materials may be required). Discuss as a class.
GROUP PROJECT #1

Divide the class into groups of five. Each group will present a multi-media presentation on three different leaders: a fictional leader, a historical leader and a living leader. The group will have ten minutes to present their leader and must include visual, auditory, musical, and tactile elements. Each group member must participate equally during the presentation. Evaluation of the project will consist of four elements- (1) each student will evaluate each group's presentations, (2) each individual in each group will evaluate the other members of their group, (3) each individual will do a self-evaluation, (4) the teacher will evaluate each group and each individual.

GROUP PROJECT #2

Divide the class into different groups of four. Each group must find four film clips that display various styles of leadership. Groups will make a 6-8 minute presentation of the clips and the leadership styles they portray. Included in the presentation should be an analysis of whether the chosen style was appropriate or inappropriate and why.
Despite our individuality and independence, humans need and crave the companionship of others. We belong to family groups, friendship groups, community groups, and work groups. At school you may belong to student council, the tenth grade class, a project group or athletic team. These are all groups which help us accomplish some goal or purpose.
DEFINITIONS

There are many different definitions of groups which have been developed, but there are a few key elements to any group. First, members of a group share something in common and this commonality actually defines the existence of the group. A few definitions which focus on this element are:

- "a group is any collection of individuals with shared perceptions"
- "a group is any collection of individuals with a common motivation or goal"
- "a group is any collection of individuals with a common fate"

Other definitions focus on the structure of groups. Structure refers to the relationships and bonds which connect group members to one another. According to these definitions, a group is defined by the presence of ties between people.

Finally, another category of definitions views the central element of a group to be "interaction among its members so that the members are interdependent among themselves". The most accepted definition of a group falls into this category and reads:

- "a group is two or more personal who are interaction with one another in such a manner that each person influences and is influenced by each other person".

This is the definition that will best guide you along your journey to identifying and understanding groups.
GROUP DEVELOPMENT

It is sometimes difficult to determine whether a gathering of people is a group or not. There are no set rules which can be applied to define when there is a collection of individuals but John K. Brilhart, a communication expert, has provided us with five general characteristics that provide more insight into the components of a group. These characteristics are:

1. A small enough number of people for each to be aware of and have some reaction to each other.
2. A mutually interdependent purpose in which the success of each is contingent on the success of the others.
3. A sense of belonging or membership felt by each person, with each one identifying with the other members of the group.
4. A significant amount of the communication is oral interaction.
5. Behavior based on norms and procedures accepted by all members.

Suggested Activity:

1. Have each student make a list of all the groups that he or she is a member of. Discuss the most common results as a class and have students discuss how their groups fit the above criteria.
THE FOUR STAGES

We go through stages of development from the time we are born, even though the process is continuous and we may not always be aware of it. Groups go through stages of development also. In general, groups go through four distinct stages: forming, storming, norming and performing.

1. Forming

This is the initial stage that a group goes through. Group members during this stage have just come together and are often uneasy and unfamiliar with the other members. Members engage in polite, often superficial conversation and exhibit a low level of trust in the group and each other.

2. Storming

This is the second stage of groups and is characterized by intragroup conflict. Group members during this stage are often very emotional and struggling to fulfill status and leadership roles. In this stage, members are trying to find their place in the group, which often leads to conflicts of power and goals.

3. Norming

The third stage of group development is characterized by the clear emergence of a leader and cohesiveness. Here, conflicts are resolved and the group begins to function smoothly and effectively. Group rules and norms are established, participation is heightened and an environment conducive to productivity is established.

4. Performing

The fourth stage finds the group at its highest performing level. Members are more productive and involved than in any other stage. They recognize others as essential components of the group and integral in achieving the group goal.

These group stages are important to recognize. Leaders especially can play an important role in helping the group move through these stages effectively. In the forming stage, leaders can encourage members to introduce themselves and get acquainted with one another. In the storming stage, leaders should send consistent
messages which indicate the need for constructive conflict, without allowing things
to get personal. During the norming stage, leaders can encourage participation and
help to work out compromises. During the final stage, leaders can use recognition
and encouragement to help keep up the level of productivity being displayed by
group members.
GROUP ROLES

Group roles are "the sets of expected behaviors associated with particular jobs or positions". There are two main types of roles which emerge when working in groups, task roles and relationship roles. Task roles deal primarily with getting the job done, while relationship roles deal primarily with maintaining and supporting the relationships within the group. Although most roles can be divided into these two categories, it is important to understand that the distinction between task and relationship roles is somewhat vague. "After all, task-oriented behavior may be adequate for accomplishing short-term objectives, but an appropriately cohesive and supportive group increases the potential for long-term effectiveness at future tasks as well as present tasks."12

Task and Relationship Roles in Groups

Task roles

Initiating: defining the problem, suggesting activities, assigning tasks.
Information Seeking: asking questions, seeking relevant data or views.
Information Sharing: providing data, offering opinions.
Summarizing: reviewing and integrating others' points, checking for common understanding and readiness for action.
Evaluating: assessing validity of assumptions, quality of information, reasonableness of recommendations.
Guiding: keeping group on track.

Relationship Roles

Harmonizing: resolving interpersonal conflicts, reducing tension.
Encouraging: supporting and praising others, showing appreciation for others' contributions, being warm and friendly.
Gatekeeping: assuring even participation by all group members, making sure that everyone has a chance to be heard and that no individual dominates.
COMMUNICATION

Communication is defined as "the process of people exchanging messages, which are formulated according to a code, and in a certain context".\(^{14}\) What that means more simply is that people use language to create and send messages to other people, and these messages are unique to the given situation. Communication is the major means used to accomplish a task. It is the key to being an effective group and an effective leader. Now, communication is something that we all do, but being good at it is not as easy as you would think. Being a good communicator involves developing specific skills like reading, writing, speaking and listening. These are skills that you use perhaps every day in school, with your friends and at home. By improving these skills, you will be a more effective group member and leader.
Suggested Activities:


**READING**

When you were just a toddler, your parents started you on your journey to reading. In Kindergarten and the rest of elementary school you had specific classes designated simply to this skill. Somewhere in your schooling however, reading got absorbed into the rest of your classes and you assumed you were finished with learning how to read. Well, well after we know our ABCs, there are some lessons we can learn about the importance of reading. The following activities will help you polish your reading skills which are an integral part of being a good leader.

**ACTIVITY #1**

*Sharpshooting Quiz:* Give the students a 20-25 question quiz in which the directions at the top include, "Read all questions before beginning," and one of the final questions reads, "When you have finished the quiz, sit quietly and wait for the rest of the class to finish."

Tell the students that they only have 10 minutes to complete this quiz. They should try to answer as many questions as possible.

**Quiz**

1. Read everything before doing anything.
2. Put your name in the upper right-hand corner of the paper.
3. Circle the word "name" in the second sentence.
4. Draw five small squares in the upper left-hand corner of the paper.
5. Put an X in each square mentioned in number four.
6. Put a circle around each square.
7. Sign your name under the title of this page.
8. After the title, write "yes, yes, yes."
9. Put a circle around sentence number 7.
10. Put an X in the lower left-hand corner of this page.
11. Draw a triangle around the X you just made.
12. On the back of this page, multiply 70 x 30.
Writing

Writing is a means of communication which allows for great creativity and self-expression. Whether it be at school, at home or at work, a leader must be able to write in an organized and clear manner. Writing is a skill which gets better with practice. The following assignment allows students to apply their writing talents while examining further the process of leadership. Be sure to focus on correct grammar, organization and creativity when completing the assignment.

Suggested Activity:

Pick someone in your life who you consider to be a role model for you. Write a 4-5 page paper describing the person, their leadership style, and how they make you a better leader.

Speaking

Speaking is another skill which we use every day. But have you ever stood up in front of a class or an assembly to make a speech? Suddenly, speaking becomes very difficult. The more practice we have speaking to groups, the more comfortable we will be with it.

Suggested Activity:

1. Have students do a speech without preparation. Pick a variety of topics such as "my favorite sport", "the most important person in my life" and "the best day of my life". Generate as
many choices as you can think of and write them on slips of paper. Put the topics in a hat and have students pick from it right before they go up in front of the class. Give them 45 seconds to prepare and then ask them to speak for two minutes on the subject. Do above until all students have had a chance and then discuss as a class how the activity made them feel.

LISTENING

There is a big difference between hearing and listening. Hearing means that you are aware that sound is coming into your ear. Listening means that you are actively trying to understand what another person is saying. Good listening skills are essential for any leader.

Suggested Activity:

1. Have class partner up with the person in the class that they know the least. For three minutes have one person in each pair tell their partner interesting facts about his or herself. At the end of three minutes, the listener should write down as many things about his or her partner that can be recalled. Switch roles and do the same thing over again. Discuss as a class who the best listener was. Ask people to talk about their partners. Did they feel like their partner was really listening? How well did they remember everything?
DECISION MAKING

Although you are enhancing your decision making skills every day, it is also necessary to engage in structured decision making in the classroom. Leaders must continually improve their decision making skills in order to meet the demands of an increasingly complex and changing world. Make your decisions carefully and remember that almost everything we do affects someone else.

Suggested Activity:

1. Case study in decision-making. Read the following case study, answer the questions at the end and come to a decision.
Beaufort, South Carolina. On July 1, 1996, while reviewing some routine pre-natal exams, Dr. Michael Kasperbauer uncovered a rare, never-before-seen disease developing in his patients' unborn babies. If left alone, this disease would inhibit the development of the fetus, causing it to die moments after birth. Unsure of his findings, Dr. Kasperbauer immediately began to investigate the matter further. After three months of intense research, Kasperbauer traced the origin of the disease back to Beaufort's water supply. Furthermore, he discovered a cure for these unborn babies that, if administered soon, would allow them to continue development and experience a normal birthing process. The cure that Kasperbauer created required an ingredient found only in a rare crop of oranges grown in central Kansas. Having contacted the owner of this crop, Dr. Kasperbauer packed a bag and headed for the Midwest.

Salt Lake City, Utah. Unaware of the events that had transpired in Beaufort, a similar set of dire circumstances was unfolding before General Richard M. Novak. Several months ago, while working at the U.S. nuclear missile testing site, Novak noticed some unusually high figures on a lab analysis. After double-checking the results, Novak's worst fear became a reality: a reactor in the nuclear missile was sporadically triggering the leakage of a harmful gas into the environment. If the missile was being stored within a close proximity to humans (50 miles), the gas had the potential to destroy any life forms it came into contact, but only if exposed for an extended period of time. Although the chances of more than one reactor being defective, and being stored close to people, were almost astronomically low, General Novak had formed a small research team to combat this problem. Within months, they had discovered a solution. The remedy, taking the form of a powder, could be created to line the inside of all nuclear missiles. In the event that this gas leaked out, the powder would immediately neutralize any detrimental effects, thus rendering the gas harmless. In order to complete the "recipe," Novak and his team needed just one last ingredient; an ingredient found only in a little-known, Kansas orange. General Novak would make the drive to Kansas alone.

Ubiquity, Kansas. Dr. Kasperbauer and General Novak arrived at the crop-owner's door at the same time. Unaware of the other's intentions, they proceeded to
introduce themselves to the owner, Mr. Brad Vigrass. After several minutes of explanation, the three men realized the true magnitude of the dilemma that stood before them. Due to a lack of consistent rainfall, Vigrass's crop yielded a meager 100 oranges, barely enough to help either Novak or Kasperbauer. Since splitting the crop was not an option, and both men had legitimate uses for it, something needed to be done. After hours of arguing back and forth, it became abundantly clear that no progress was being made. Both individuals had pleaded their case with almost overwhelming compassion and sincerity. It was obvious that both would put this limited resource to great use and their end result would, in some form or another, fulfill the "betterment of mankind." With this in mind, Vigrass, being a simple-minded farmer and rather detached member of his community, did not feel qualified enough to make the decision alone. Subsequently, he has asked Mr. Kasperbauer and General Novak to reiterate their positions, along with any justifications, in the format of a detailed, written proposal. In the meantime, Vigrass has obtained the services of a well-respected consulting firm to organize a panel of constituents to evaluate these proposals.

**General Novak's Proposal**

At the present time, I find myself in a very unenviable position. I have placed a great amount of my time and thought into not only making a decision, but providing you with a thorough explanation as to why it is the best possible solution. Due to the nature of my profession, I have had to make countless decisions. Some of them have been easy, others have been rather difficult. Some would make sense to you, others may not. That is not important right now. My point to you is this: In life there are a lot of trade-offs. The decision I have reached is based on this best alternative, or trade-off, at this particular time, and for this specific situation. With this in mind, allow me to delineate a few points that have played a central role in influencing me to make the decision I have reached.

When I was initiated into the military thirty-four years ago, there was one message that was repeatedly reinforced into my head. My sole purpose, regardless of rank or position, would be to represent my country with honor, dignity, respect, and fairness. Since being initiated, there has not been a day where I haven’t strived to fulfill this duty to the best of my abilities. With this mission in mind, allow me to be rather blunt in asserting that my team of researchers needs these oranges because the greatest number of people's needs will be met if we obtain them. I realize that in acquiring these oranges, I will in effect be killing forty-three innocent and soon-to-be born babies. I am not a cold-hearted individual. It pains me to
know that this will be one result of my decision. However, another result is that many, many more lives will potentially be saved if we successfully correct the recent defect in our nuclear missiles. With a decision of this magnitude, one must remain completely objective. I believe I have done so, and that is why I must focus my efforts on the majority of those I represent. As a leader in the military that represents you, and as a fellow human being, it is my job to satisfy as many of you as I find humanly possible. After having carefully reviewed Dr. Kasperbauer's situation, I continue to believe that I will be doing our entire society a service by requesting these oranges.

When we look at this situation, we see some negative implications at first. But what we must do is advance beyond this and find a way to extract the most happiness from it. The actions I represent here are whole-hearted; they are the correct ones to act upon based on the least harm done to society— the American people of whom I represent with great pride. That is why I urge each and every one of you sitting on this panel to grant the oranges to me so that I can continue to fulfill my duty to the American public.

Mr. Kasperbauer's Proposal

Ladies and gentlemen, allow me first to present you with a brief background of my own personal history in the field of medicine. I have been actively involved in this profession for twenty-seven years. In this time, I have endured a wide range of events. As a medic during the Vietnam war, I withstood the pressures surrounding an environment of turmoil. As the lead surgeon for a hospital's department of Emergency Care, I experienced the ambiguity and uncertainty created by this crisis context, which ultimately led me to second-guess many of my decisions. In more recent years, I have felt the frustration following endless hours of research concerning the AIDS virus, with no substantial progress or results to report to my patients. However, through all of these times of hardship, there has been one constant that reinforces the true mission of my profession, and why I chose to accept its challenge. I am speaking, quite simply, of the miracle and preservation of life. In all my years as a member of the medical profession, there has never been an experience as intensely gratifying as either the birth of a human being, or the saving of one. Of all the aforementioned emotions, this is the one that stands at the forefront of my memory and drives me to fulfill my role as doctor to a patient. Which brings me to the central purpose of this proposal.

Although I have learned to distance myself from my own personal emotions when making a professional decision, it is impossible to ignore how precious the
human life is. After all, this cuts to the very core of my responsibilities, doesn't it? I need Mr. Vigrass's oranges so that I can fulfill my responsibility forty-three times, that is, to forty-three of my patients. Without these oranges, I simply cannot do so, and will consider myself a failure to not only these forty-three patients, but to all of humanity.

I do not wish to sound selfish. I realize that there is another demand for this resource. General Novak asserts that there is a great potential for danger due to a defect he has uncovered, and therefore, an opportunity to eliminate this danger for a potentially greater number of people than whom I represent. But in this day and age, with all of our recent developments and "potential dangers," I ask you not to become desensitized to the value of one human life. I believe that each person has some sort of worth, and therefore cannot be discarded so easily. General Novak's plan, as noble as it may appear, nonetheless exploits human life, reducing them to mere statistics until they become "less than the greatest common good." If we are to succeed in creating a more caring and safer society, we must start from the beginning, at home, and proceed one life at a time. In doing so, I believe that we can, and will, succeed in improving our societal environment. If given these oranges, I will strive with all my being to prove this to you.

* * * * * * * * * *

The burden rests now on your shoulders. You and your panel of twelve evaluators must come to a consensus on this dilemma. A majority of eight persons must vote for one side or another in order for a decision to be implemented. Some things to consider:

- What are the true issues here?
- Personally, who would you choose to give the oranges to? What are your own reasons for the decision you came up with?
- What, if any, are the flaws in this decision-making case study? Describe how you might change the scenario to more effectively create an objective stance and/or interpretation.

2. Ibid.


5. DeMember, Don and John Adams, John F. Kennedy High School, MCPS.


7. Ibid., 5.

8. Ibid., 5.

9. Ibid., 5.

10. Ibid.

11. Ibid., 235.

12. Ibid., 237.


ELEVENTH GRADE COURSE OUTLINE
LEADERSHIP MODULE
(Leadership Center)

I. Leadership and Ethics
A. Values
B. Moral Dilemmas
   1. Case study of My Lai:
      a. Video "Remember My Lai"
   2. Burns "Moral Leadership"
C. Civil Disobedience
   1. "Antigone"
   2. Martin Luther King, Jr.
   3. Mohandas Gandhi

II. The Influence of Gender
A. Differences between men and women's leadership styles
   1. Reasons for differences
   2. Implications
   3. Debate: "Women are more effective leaders than men" (Have men defend the affirmative)

III. Multiculturalism
A. Terminology
   1. Multiculturalism, prejudice, stereotype, discrimination, racism, sexism, ethnic, ethnocentric, culture, diversity, pluralism.
B. The value of diversity
C. Dealing with Cultural Differences
   1. Denial
      a. Isolation
      b. Separation
   2. Defense
      a. Denigration
      b. Superiority
      c. Reversal
   3. Minimization
      a. Physical Universalism
      b. Transcendent Universalism
   4. Acceptance
      a. Behavioral Relatism
      b. Value Relatism
   5. Adaptation
      a. Empathy
      b. Pluralism

revised 1/30/97
6. Integration
   a. Contextual Evaluation
   b. Constructive Marginality

D. Minority Leadership
   1. Group research project:
      (1) African-American leadership (2) Asian-American leadership  (3) Latino leadership (4) Native American leadership (5) Gay and lesbian leadership

E. Cultural Leadership
   1. Japanese Cultural Differences

IV. World Leadership
   A. Current Events
      1. Violence in Media
         a. film, television, newspaper
      2. Violence in Sports
         a. marital abuse
      3. Gang Violence
      4. Racism
      5. Environment
   B. Solutions to World Problems
      1. Political Correctness
      2. Essay on one of studied topics

V. Agents of Change Project
   (Divide class into five or six students. Must meet outside of class too. Select a project that would create positive change in school or community. Keep notes of all meetings and decisions. Oral presentation and six-ten page paper.)
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ETHICS

The study of ethics consists generally of the examination of right, wrong, good, evil, virtue, duty, obligation, rights, justice, and fairness within the context of human relationships with each other and other living things. Each of us knows about ethics and morality mostly from our experiences. When we are confronted with a choice that is difficult or morally tricky, we ask ourselves "What is the right thing to do?" We often make decisions based on our values, morals and beliefs about right and wrong. If you saw a twenty dollar bill, for example, fall out of the pocket of the person walking in front of you, would you run to catch up with them to give the money back, or would you quickly stuff the bill into your pocket so no one would see? The decision you make will be guided mostly by your beliefs about right and wrong, duty and fairness—all part of ethics.

Until now we have tried to study the questions, "What is leadership" and "What makes a leader". Today we introduce an essential component to those questions...the word "good". What is good leadership? What makes a good leader? These are the questions which will guide us toward personal improvement and a better world. Does the crisis for leadership call for more leaders, or moral leaders?
MORAL DILEMMAS

A major role of the leader is often decision maker. The decisions which confront any leader, whether it be a student, teacher or congressman, almost always involve the examination of values and moral obligations. Think about the moral decision of a military captain to send troops into fighting. She must weigh the values of life, youth, and health against the now conflicting values of country pride, national security and duty. Although the choice is a difficult one, as the leader she must consider all elements of right and wrong and make the most responsible choice. Do you know what your values are? Are you capable of making the right decision even in a tough situation?

Suggested Activities:


2. Have students read the book Lord of the Flies by R.K. Golding. Discuss the concept of universal values and the ethical responsibilities of a leader. Discuss which actions in the book were unethical and why.

   Note: This book is rich with leadership concepts including leadership styles, power and the impact of the situation on the leadership process. This would be a good in depth-project to undertake as a review of previously learned material or simple as a discussion of ethics.

4. Have students come up with his or her own list of values and write an essay defending and explaining the choices. Discuss whether a leader can hold others to his or her personal values. What are the consequences if a leader cannot hold other's accountable according to his or her own values?

*Note: We always see value in sharing student work with the rest of the class. If time allows, have students present their papers or make a short speech on their values and how they have developed throughout their life.*

5. Have students watch clips from the film "School Ties". Scenes to be watched should include the cheating scene in the classroom (toward the middle-end of the film) and the following scenes through the resolution of the dilemma. Discuss exactly what the moral dilemmas are in these scenes including who have a moral decision to make, what each decided and what values guided their decision. Next, have students discuss what they would have done in each role and defend it with specific values that would have guided their decision.

*Note: "School Ties" is a recent film which can is very applicable to the lives of students. It is recommended that the teacher watch it in its entirety and consider its appropriateness for use during the diversity section of this Unit also. It contains some language. Please use your own discretion and obtain the necessary approval for its showing.*

6. Break the class into small groups of four or five and have them create a moral dilemma. If you have already, or in the future plan to watch and discuss the film "School Ties" as explained in the previous activity, clarify that the scenario developed should be something other than cheating. Each group will present their dilemma to the class in the form of a skit and let the class discuss what the dilemma is, what the right thing to do is and why.

*Note: Encourage students to be as creative, but realistic as possible. Skits should be as clear and detailed as students can make them. Fun is encouraged!*

* * * * * * * * *
Penny-per-pound Case

On November 5, 1996, the citizens of the state of Florida voted on three different constitutional amendments that addressed issues relating to the restoration of the Florida Everglades. The amendments were proposed by the "Save Our Everglades Committee" which spent close to 14 million dollars in fees associated with sponsoring the cause. Major opposition and resistance was given by the Florida sugar growers. The sugar industry spent over fourteen million dollars mounting an opposition campaign, primarily focused on opposing "Amendment Four" which would institute a one-cent-per-pound tax on sugar.

The political debate that surrounding the issue of a "penny per pound" tax on raw sugar cane became very heated, splitting the voters into opposite camps. Both sides tried to influence the voters, and win their respective case, through advertising and campaigning. The arguments eventually became emotionally charged, with both sides resorting to negative campaigning.

Everglades

The "Everglades" was a large region in southern Florida. It "was a low region of periodically flooded sawgrass prairies and swamps in a shallow basin that sloped gently in a broad arc from the Lake Okeechobee to the Gulf of Mexico." It covered approximately 4,000 square miles.

The Everglades were known for the diversity of plant and animal wildlife that existed within its ecological boundaries. All the wildlife was in a delicate balance of co-existence. There were rare mammals such as the manatee and salt water crocodile as well as over 300 different species of bird life within the Everglades. Though most of the habitation was concentrated in the Everglades National Park because the rest of the Everglades was subject to illegal poaching and environmental changes due to drainage and development.

Company Backgrounds

The United Sugar Corporation, based out of Clewiston, Fl. was founded in 1938. It was a substantial corporation that owned sugar cane farms, lettuce farms, pepper farms, cabbage farms, celery farms, and other sweet and hot vegetable production capabilities. Its employed approximately 2,500 employees and was traded on the New York Stock Exchange. In a multi-billion dollar industry, the U.S. Sugar Corp.'s estimated sales for 1995 totaled approximately 390 million dollars. Within Florida and the sugar industry, U.S. Sugar was a large player if not the largest corporation associated with sugar production.

The Sugar Cane Growers Cooperative of Florida was based out of Belle Grade, Fl. It produced raw sugar cane on a massive scale. Founded in 1960 it sustained a steady growth over the next thirty five years. In 1995 its estimated sales were approximately 138 million dollars.

Flo Sun Incorporated, based out of Palm Beach, Fl. had many interests throughout Florida, all mostly related to the production and processing of sugar. Flo Sun Inc. was founded in 1987 and employed approximately 500 employees. Flo Sun Inc. had sugar cane farms that
produced raw sugar cane and plants for sugar grinding and refinement. These three companies were the largest contributors and opponents to the proposed tax.

Save Our Everglades Committee

The Save Our Everglades Committee was formed by a prominent Orlando Developer, George Barley. Barley spearheaded a project to restore the Florida Everglades. The Committee hoped to accomplish this major project by targeting the very powerful Sugar Industry. They drafted a proposal to restore the Everglades through funds that would be raised through a tax on the Sugar Growers in Florida.

Early on in the committee’s development, they won the admiration and support of a young wall street commodities trader and futures expert, Paul Tudor Jones. Jones’ involvement steadily grew as the Committee continued to grow and gain support. Eventually Jones’ became the major champion and financial supporter of the committee, donating close to ten million dollars to the effort.

Paul Tudor Jones made his money trading commodities and speculating on future market turns on the New York Stock Exchange. He was a native of Tennessee and began his career trading cotton. Jones moved to Manhattan in 1978 and began to build a financial empire. By 1996, he managed customer funds worth approximately 500 million dollars. His personal new worth is estimated at over 100 million dollars. In 1988, at age 33, he was dubbed Wall Street’s wonderkid. Between 1984 and 1990 the funds that he managed grew considerably. People who gave Jones $1,000 in 1984 saw their investment grow to $32,421 in 1990. Jones’ work was so remarkable considering the volatile nature of the market and the high risk that is involved with commodities.

The Washington Post said of Paul Tudor Jones. “At 35, Jones also has managed to live the glamorous free-spending lifestyle of the young and newly rich, while simultaneously making a name for himself as a philanthropist with a social conscience.”

Contrary to his good reputation as a champion of the environment, Jones pleaded guilty of illegally filling in wetlands at his estate in Dorchester, County MD in 1990. He was forced to pay a 1 million dollar fine, restore the wetlands, and make a 1 million dollar contribution to the national Fish and Wildlife Foundation. This has been called the largest fine sentenced to an individual involved in an environmental case.

Save Our Everglades First Proposal

The Save Our Everglades Committee began planning a proposal long before it was ever brought before the State of Florida. Prior to it being presented the Committee had to research their ideas, draft a proposal, and then get 600,000 signatures of Florida residents who would be in favor of the proposed amendment.

The proposal that was finally presented in early 1994 was titled “Save Our Everglades.” It blamed the sugar industry for polluting the Everglades and proposed that they pay for the Everglades’ cleanup. The amendment called for a one-cent-per-pound tax on the production of raw sugar that was grown in the Everglades ecosystem. The proposed tax would raise an estimated 875 million dollars over the next 25 years. The money that would be raised from the
The proposed amendment also provided a section that encouraged any further legislation on the protection and restoration of the Everglades. The amendment provided a clause that stated that if at any time a part of the amendment was recognized as invalid that it would be severed from the amendment, and that the rest of the amendment would still be applicable.

The Court's Decision

On May 26, 1994 the Florida Supreme Court denied the request of the Save Our Everglades Committee to have its proposed constitutional amendment to be placed on the November 1994 ballot. The justices voted 6 to 0 that the amendment violated the State Constitution because it addressed more than one subject.

The court maintained the position that the proposed amendment had three different facets/subjects incorporated in it. The first was that the proposal would utilize legislative powers on a statewide level by founding the trust fund. The second facet was that the proposal would incorporate executive powers through the appointment of trustees. Thirdly, the proposal took on a judicial role when it indicated that the sugar companies had polluted the Everglades, and ordering them to pay; which is rendering a judgment. The court indicated that having the three issues together was not a fair proposal because it did not give the voter choice on the individual issues. A voter who approved of the Everglades' restoration fund, but disapproved of the sugar tax had no choice. She either had to approve all three amendments or none at all.

The court also found the title and the summary of the amendment to be confusing. The court said that the title indicated the Everglades needed to be "saved" when in fact the amendment talked about "restoring" the Everglades. The court also found fault with the proposal because it indicated that the sugar companies would be helping to pay for the cleanup of the Everglades, when in fact the court felt that they [the sugar companies] would be bearing the entire cost of the cleanup. When the court rendered its decision, they said "it [proposal] closely resembled political rhetoric."

There was widespread reaction from both the sugar companies and the members of the Save Our Everglades Committee. Bob Boker, a senior vice president with the U.S. Sugar Corp., said "It is a huge relief for all 40,000 of us who make a living farming." While George Barley, the chairman of the Save Our Everglades Committee, is quoted as saying, "This is only one battle in a war to save the Everglades. The war is not over."

At this time, some of the large sugar companies reaffirmed their cooperation with the government on a new plan to build man made marshes, which were intended to remove pollutants in the fertilizer-laden farm runoff flowing into the Everglades. This project would cost the sugar growers between 233 million and 322 million dollars; an amount far less than the estimated 875 million dollars that would be collected under the proposed amendment.
Regrouping

Both sides of the sugar tax issues took a step back and began to regroup and plan for the next attack upon their opponents. The Save Our Everglades Committee began to rewrite their proposed amendment and prepare media campaigns to support their cause. The sugar companies also took some time to gather information and prepare a media campaign to stop the penny-per-pound-tax.

The Save Our Everglades Committee rewrote their proposal and split it into three different amendments. One amendment included the Penny-Per-Pound Tax. One amendment said that polluters had to pay for the clean up of the Everglades. And, one amendment established of the Trust Fund. The Committee worked to collect another six hundred thousand signatures approving the proposed amendments. When they gained the proper amount of signatures they submitted their new proposals. This time the proposals were accepted by the Florida State Supreme Court under the auspices of the Florida State Constitution and was scheduled to be on the November 1996 ballot.

The Campaigns

During the early part of 1996, both sides began advertising campaigns. The Sugar companies focused on how the tax would cripple the sugar industry and how it would create a loss of jobs. They tried to portray themselves as the benign provider of jobs. The sugar companies also implied that Jones was more interested in profiting from the futures market, in relation to the sugar industry, rather than really wanting to save the Everglades.

The Save Our Everglades Committee on the other hand portrayed the sugar industry as the "evil polluter" of the Everglades. They ran ads that "blamed murky-looking water in Florida Bay on pollution from sugar growers." The Committee referred to the big sugar companies as "Sugar Daddy", implying that they were less than ethical in their behavior.

The slander of both sides began to escalate in the early months of Fall 1996. In mid-October the sugar companies hired an outside firm to conduct pollution tests. The sites tested were not random, one test site was chosen directly behind Jones's vacation home in Islamorada on the Florida Bay. The sugar companies announced the results of pollution tests and claimed that the fecal coliform count, behind Jones's home, was ten times higher than state law permits. They directly claimed that Jones's home was polluting the water. U.S. Sugar Senior Vice-President, Bob Buker, said, "Jones has put millions of dollars into a campaign that says we're polluting the Everglades and Florida Bay, and he won't even spend money to prevent his own bathrooms from polluting the body of water he is dedicated to saving." The sugar companies hoped to paint the picture that Jones was a hypocrite and a repeat offender, referring to his guilty charge for his estate in Md. Gus Rios, who is the supervisor of the Florida Waste water Inspections said that U.S. Sugar confused its numbers and that the fecal count was within acceptable limits. He also indicated that even if the levels were to high, that administering a water test would not prove that the problem came from Jones's home.

The ads ran against one another and gave a very confusing picture. The issue became so divisive that even the Governor Lawton Chiles and his Lt. Governor Buddy Mackay took
opposite sides of the issue

**Fairchild Tropical Gardens**

Late in October 1996, The Save Our Everglades Committee planned a fund-raiser at the Tropical Gardens in Miami, Florida. It was supposed to be a $1,000 a plate dinner with an appearance by John F. Kennedy Jr. The Alliance of Sugar Farmers announced plans to bring 1,000 demonstrators for a rally outside the fund-raiser. The event was canceled before it took place.

The Save Our Everglades Committee, blamed the cancellation on the sugar companies. Saying that, they [sugar companies] were using bullying tactics." The sugar companies denied that claim saying that they simply requested a protest permit. Then Fairchild, realizing that this fund-raiser was against their bylaws because it was a political event, canceled the dinner.

**Final Days**

The final days before the election were filled with last minute campaigning. The sugar companies paid 1,500 employees to campaign door to door across Florida for 1 and 1/2 weeks. The Save Our Everglades Committee continued to run their advertising campaigns in support of their proposal.

The total estimated money spent by both sides was close to 36 million, thirteen by each side. The Save Our Everglades cause received more than 10 million dollars from Paul Tudor Jones in gifts and loans. The Sugar Companies also spent over 13 million dollars in opposition to the penny per pound tax.

**Questions**

1. Which is more important, preserving jobs and the economy or preserving the environment?

2. Can industry and traditional environments co-exist peacefully?

3. If it can not be proven that certain companies or industries are solely and completely responsible for the destruction of an environment, should they have to foot the entire bill for the environment's restoration?

4. Do we as individuals have an obligation to protect the traditional environments and ecosystems of a region?
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CIVIL DISOBE DIENCE

Some of history's greatest leaders have used civil disobedience to solve a moral dilemma and make change. A leader who uses civil disobedience often holds certain values and high moral standards which prevent them from wanting to act violently. Leaders who use civil disobedience to make a change often force their opposition to also make tough, moral decisions about the response they will give to this type of action. Leaders who use civil disobedience are admired for their persistence, high moral ground, and steadfast passion. We admire these leaders and can learn from their actions.

Suggested Activities:

1. Have students read the Greek tragedy Antigone. Focus on the actions of Antigone and the leadership style and decision making of Creon. Conduct an in-depth discussion on the story and the subject of civil disobedience. Be sure to include the following questions: When is it appropriate to go against the letter of the law? Are all laws moral? How should a leader respond to acts of civil disobedience? Who is a good leader in this story? Who should guide the decisions of a leader—his people, himself, or his advisors?

   Note: Students should understand the dangers of enforcing the law without considering the needs of the people and the affect the decision will have on everyone involved. The enforcement of any law without any flexibility or exceptions may cause even your most loyal followers to lose respect for you and your ability to lead.

2. After reading and discussing the story of Antigone, have students come up with important laws which have or could have exceptions made to them. Do the exceptions to these laws make them weaker or stronger? What were leaders worried about when they made these exceptions?

   Note: This activity can also be done within the context of the family. Have each student think of a rule his or her parent made for them and examine whether they ever made exceptions to the rule. How did their parents' strict enforcement or leniency make him or her feel? How will they make those types of decisions when they are parents and why?
3. Have students read the newspaper and find articles about a committed crime and the sentence given. Each student will present his or her article and explaining the crime, the punishment and whether the sentence was appropriate. The focus of discussion on each article should be on justice and good judgement by the leader to enforce or make an exception to the law.
GENDER and LEADERSHIP
The influence of differences between men and women

There has been significant debate on the question of sex differences affecting leadership style. This debate is difficult for three reasons: (1) the debate on whether there are significant genetic differences between men and women which affect behavior in general is still unresolved, (2) the evidence which has been found concerning sex differences in leadership styles is decisively conflicting, and (3) practitioners fear the misuse of research which does find differences between men and women's genetic make-up and leadership styles. It is for these reasons that we approach this next topic cautiously. But regardless of the inconclusiveness of all the research on this topic, these issues are important to think about and explore.
DEFINITIONS

sex- the innate, biological determinants which define males and females, based on physical attributes, chromosomes and reproductive functions.

gender- conceptions of socially defined sex roles, attained and learned throughout life along cultural, religious, and societal dimensions that define our ascribed roles as men and women, daughters and sons, brother and sister, respectively and our achieved roles as mother, father, boyfriend, girlfriend, husband and wife.

REASONS FOR DIFFERENCES

The debate over the presence of genetic differences between men and women has been somewhat inconclusive. Each expert has their own opinion of the question and has conducted significant research to back up their view. The following article expresses the authors' view of the topic based on their own research and findings.

Suggested Activities:

1. In The Leader's Companion by J. Thomas Wren read "Ways Women Lead", on page 149, by Judy B. Rosener. Discuss as a class.
DIFFERENT BUT EQUAL

In addition to the different reproductive organs and roles, we have found that there are some significant genetic differences between males and females which appear to affect the way they act and view the world. The different hormones which regulate the body are the first significant difference between men and women. Testosterone is the primary hormone of men, estrogen is the primary hormone of women, and both differ in chemical makeup and affect. The impact of these hormones are different and interact with the brain and body differently. Testosterone stimulates energy and libido, while estrogen maintains chemical equilibrium and increases milk production (Ferguson). Men with high levels of testosterone, natural or induced, experience massive muscle development, aggression, violent episodes, paranoia, depression and other psychotic symptoms (Gallaway 16). Women are given additional estrogen, sometimes called "a testosterone suppressant", to balance emotional instability, mood swings and temperature fluctuations. The purpose of these hormones appear different in nature, and it is logical to assume that these differences manifest themselves in male and female behavior.

In addition to hormonal differences, men and women have different brain structure and function. Dr. Falk, a psychoanalyst at Medical College of Virginia, lectured has cited many of her biological findings about men and women. She articulates that when scientifically compared, men's brains are significantly larger than women's. She also found that the connection between the right and left sides of the brain is larger in women than in men. This difference in brain structure may be the key to understanding why women appear more able to draw connections between left and right brain activities and see the world as more connected and holistic.

Dr. Falk also found that men's brain waves are more frequent, faster and shorter living. In comparison, women's brain waves are slower, less frequent and longer living. This pattern of differences in longevity and speed seems to repeat itself throughout Dr. Falk's findings. For example, sperm which contain an X chromosome, necessary for the development of a female zygote, are slower moving and live longer. Comparatively, sperm which contain a Y chromosome, necessary for the development of a male zygote, are faster moving and live shorter. I am not qualified to deduce how these biological differences manifest themselves in the daily behavior of men and women, however, it is a fact that women on the average live longer lives than men. In addition, the average man is faster and stronger than the average woman. These differences alone bring merit to the theory that are some genetic differences between men and women which affect their actions and the way they view the world.

These differences are based on genetics and cannot be normally observed. We have also found there are observable differences between sexes including motor skills, verbal ability, aggression and spatial abilities (The Last Word). Author Thayer White states that 80-90% of girls prefer verbal, detailed oriented, and sorting activities while boys prefer spatial and non-verbal activities. This coincides with the findings reported recently by ABC News that girl babies more often look at faces (details), whereas boy babies more often gaze into space (spatial). Differences relating to aggression also persist research. In one test, when separated from Mommy by a clear plastic wall, statistically and significantly more boy babies pounded the wall aggressively, whereas more girl babies started to cry (White 3). Julia Wood, in her book Gendered Relationships, discusses how men grow close to one another through action and women grow close through
"dialogue". She discusses how women's friendships are commonly characterized by researchers as "communal" or "expressive", while men's friendships are seen as "agentic" or "instrumental" (Wood 113). These different tendencies in behavior strengthen the assumption that there are observable differences between men and women.

No that we have established that there are distinctions between the sexes, it is important to note the trend of these distinctions. And so, the final research question I asked is, "Are men and women growing more similar or more different?" This question brings up the concept of androgyny. Androgyny is the bearing of both feminine and masculine characteristics or neutral gender. As the society grows more aware and sensitive of gendered issues, the differences between men and women are decreasing. As more women enter the work force, discrepancies in occupational tendencies are diminishing. Parental roles are no longer polarized into "bread-winner" and "child-raiser". Families more frequently have two working parents who both share in the development of their children. Today it is more acceptable for men to display traditional feminine characteristics such as sensitivity and emotionality than it was 25 years ago. It is more acceptable for women to display masculine characteristics such as aggression and competitiveness now than in the past.

Throughout my research, my most significant finding was the great disparity among "experts" on the topic of gender. For example, the early feminist movement wanted to prove that men and women are not different and that's what they found. Other feminists wanted to prove men have many weaknesses and women have many strengths and that's what they found. Males threatened by this new wave of female worship wanted to prove that men had many strengths and women had many weaknesses, and that's what they found. I was confused with the contradiction that dominated the entire area of study. But when taken at a closer look, these facts do not contradict themselves at all. All of the contradicting findings are correct. There are differences. It has been found that men are more aggressive, value action over consensus and are more inclined to strength than sympathy (Eagley). Women are more relationship oriented, would rather "talk" than "do", and are often very emotional (Wood 79-89). There are similarities. Both men and women have strong parental instincts, feel pain, feel loss and feel joy. So everyone is right. We are different, we are the same, and we are equal in some things but not in others. So, "are there significant genetic differences?" Yes, there are. "Are there observable differences between men and women?" Yes, there are. "Should men and women have equal opportunities?" Absolutely.

Now that we have researched and reevaluated our view of the relationship between men and women, we have concluded that we are different but equal. First, not everything is black and white. The question "Are men and women equal?" should never be asked, because the answer will always be "it depends". The differences between men and women should not lead to unequal opportunities. Men and women are equally good people with different strengths and weaknesses. These differences while often distinct, should not be assumed. There are endless differences within the sexes also. It is dangerous and unfair to assume that a woman will always prefer talking to doing, or that all men are aggressive. The purpose of recognizing differences is to better understand each individual as you interact with them. There shouldn't be judgements as to whether "relationship" is better than "task" or estrogen is better than testosterone. Each serve their purpose and each should be celebrated.
Findings on differences between the sexes should also be used responsibly. In the past differences between men and women have been used to discriminate, oppress, and devaluate. As a result, many people are justifiably suspicious of dialogue and research which highlights and seeks to restore the differences between the sexes. But pretending differences do not exist is not fair to either of the sexes. We must learn about our differences, appreciate them and savor them. As we grow more like each other every day, the disparities that remain should be embraced, not feared. Carol Tavris, the author of "The Mismeasure of Women" suggests that instead of "regarding cultural and reproductive differences as problems to be eliminated, we should aim to eliminate the unequal consequences that follow from them." It has been said that a gun is not evil in and of itself. It is the hand that uses it which determines it's connotation. The same can be said of the differences between the sexes. Differences are not evil. They only separate people if they are used to separate, only oppress if they are used to oppress. We must teach ourselves and our children to appreciate their differences and those of others. If this can be done, we may be able to transcend the tension between races, cultures and genders all at once.

Our research on the genetic and observable differences between men and women has taught us many lessons. It may be impossible and even undesirable to completely understand why we are the way we are. What seems important, however, "is that women and men start understanding each other's different cultures and granting one another greater freedom to experiment with whatever roles of lifestyles beckon them" (Different But Equal). Despite all of the research and technicality of the subject, we have found that sometimes it is better to be similar, and sometimes it is wonderful to be mysteriously different. It is important not to pretend that differences don't exist but to appreciate what makes us unique. Carry with you the lesson that the same language can be used to separate or unite and soon our disappearing differences will be respected and celebrated.

Uses of the terms "men" and "women" are used to mean "the average man" and "the average woman." All general references to gender differences considers only the United States and may not apply to other cultures.

Works Cited


Falk, Dr.. Lecture to Gender in Communications class. University of Richmond. Spring '96.

Ferguson, Dr. Jennifer. Personal Interview. April 23, 1996. Forest Ave, Richmond VA.


June 1994 v20, pp244-254.

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LEADERSHIP STYLES

**Women**

(1) concerned with interpersonal relationships
(2) concerned with task accomplishment
(3) more democratic or participative style
(4) think more holistically
(5) tendency to share

**Men**

(1) less concerned with interpersonal relationships
(2) more concerned with task accomplishment
(3) more autocratic or directive style
(4) think more analytically
(5) more individualistic

Researchers have found an overall trend toward women being more concerned about both maintenance of interpersonal relationships and task accomplishment to a slightly greater extent than do men's leadership styles (p52 Eagly and Johnson, "gender and leadership"). But the strongest evidence obtained for a sex difference in leadership style occurred on the tendency for women to adopt a more democratic or participative style and for men to adopt a more autocratic or directive style. The evidence of slight differences between men and women's tendencies toward leadership styles can be assumed conclusive and accurate. However, there is no research proving differences in effectiveness between men and women. Men and women's general styles have been identified, but those styles are equally effective when the situation fits.

Suggested Activities:


2. Divide the class into two equal groups to debate the resolution "Women are more effective leaders than men". Have students defend their positions with examples from their own lives and information learned in this section on the ways men and women lead.
Note: The most interesting way to conduct this debate is to have the boys argue for the affirmative and the girls argue for the negative. This encourages both groups to find value in and defend the leadership style of the opposite sex. It is very important to keep this debate constructive…a way to ensure open-mindedness is to have groups switch sides half way through the debate and argue for the opposite side. The lesson that both participative (typically more feminine) and autocratic (typically more masculine) styles are effective when applied to the right situation should result from the debate and consequential discussion. Understanding, acceptance, and respect for both genders are the objectives of this debate.

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3. Discuss the following question as a class. If there are differences between men and women which affect the way they work and communicate, what are the implications for leaders?

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4. Invite a successful businesswoman to speak to the class about women in business. Topics to be discussed should include, but are not limited to, women's ways of leadership, obstacles encountered by women, the advantages of being a woman, and balancing work and family roles.

   Note: Most speakers should be given a general outline of expectations for the presentation with the freedom to develop her discussion as she sees most appropriate. Let the students guide most of the dialogue, allowing them to ask lots of questions and participate in the presentation. This involvement of the class will help ensure that the experience will be a valuable one to the students.

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5. Have the class watch Hillary Clinton's speech at the 1996 Democratic Convention. Discuss the following questions:

   - Who do you think is Mrs. Clinton's target audience?
   - How influential could this speech be in her husband's campaign?
   - What were the main issues discussed in the speech?
   - Were the issues discussed traditionally more feminine or masculine?
   - Would this speech ever be made by a man? Why or why not?
MULTICULTURALISM

"No leaders surveying the world scene today can doubt that the achievement of wholeness incorporating diversity is one of the transcendent goals of our time, a task for our generation worldwide."

-- John Gardner

In the process of leadership we know that the leader, follower and context all interact to produce a unique leadership situation. That means that leadership is affected by all aspects of the situation and people involved—especially culture. Leaders must be trained to deal with multi-cultural situations. They must be trained to deal with differences that are present in our everyday life. The world around us is ambiguous and diverse. It includes people of different ages, genders, sexual orientation, race and ethnicity. Differences can add an appreciation for diversity, beauty and uniqueness or they can help build walls of misunderstanding and hate.

The objective of this section is to expose students to numerous activities and perspectives that can be used to develop a multicultural and accepting environment. If for no other reason, as our society becomes increasingly more team and project-oriented, it is extremely important that we learn to respect and understand those that we will be working with. While discrimination cannot be erased simply by writing a few pages about it, it is the first of several factors that will inevitably cause its demise.
AWARENESS

One of the responsibilities of a leader is to break down the walls of segregation and prejudice. The first step in this process is to, quite simply, recognize them and their effects. By creating and supporting programs that seek to acknowledge and respect the differences that individuals may have, negative attitudes and feelings can be eliminated. Increased awareness is an essential component for an accepting community, and therefore should be stressed heavily. As awareness increases, the individual becomes more sensitive to the needs of others-- needs that may differ from his/her own.

As stated in a National Leadership Education Conference speech, an article entitled "White Male Paranoia" states that white males make up 39.2% of the population, yet account for 82.5% of the Forbes Four Hundred, that is people worth $265 million dollars. 77% of Congress is made up of white males; 92% of state governors; 70% of tenured college faculty; almost 90% of daily newspaper editors; 77% of TV news directors. Even in the NBA, most head coaches and general managers are white males.

Is there a way that we could better function and live together? Are some groups are simply up against greater odds to succeed than others? What can a leader do to combat disparities in opportunity? In this world we are often able to determine our values by where we put our money and other rewards. If certain groups are continuously receiving greater benefits than others for work that others could be doing just as well, doesn't that say something about our priorities? Leaders must make it their priority to correct an unbalanced scale. The path may be long and slow-moving, but each small step brings you a little closer to a fair and productive end.

Suggested Activity:

1. In The Leader's Companion by J. Thomas Wren, read the article "Challenging the Barriers to Opportunity", on page 231, by Ann M. Morrison. Discuss in groups and report to the class.

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CELEBRATING DIVERSITY

Black History Month is celebrated each February creating a perfect opportunity to introduce minority cultures which all too often do not receive attention during structured learning activities.

Suggested Activities:

1. In The Leader's Companion, by J. Thomas Wren, read the article "Women and Minorities in Management", on page 168, by Mary Ann Von Glinow. Discuss as a class.

2. Divide the class into groups of four. Each group needs to create a case study on a leader. Leaders must be other than a white male. Case study should include a report on why the person is a leader, his or her major leadership styles, and a description of how the project increased their understanding of what is leadership. Groups will present their case study to the class with discussion questions prepared.

3. Have students sponsor a school-wide Essay / Poster Contest. Topics can include "The Contributions of Black Americans in the Twentieth Century," and "How Has the Dream of Dr. Martin Luther King, Jr. Been Fulfilled?". Require that each of your students get involved, acting both as participants and judges. Display all of the participant's entries and present awards to the winners.

4. Have students sponsor an international food fair where students from their high school can see and taste various types of food. Work with parent groups to encourage parents to prepare and donate food items, or work with a variety of local restaurants to provide a sampling of their menus. Provide recipes for each dish offered.
5. Invite international exchange students which go to your school to speak in class about their country and life back home. Compare the similarities and differences of the two cultures.

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6. Explain the meaning of Chinese New Year and prepare a handout explaining the different years in the Chinese Calendar. Have students find their birthdays and discuss what characteristics they are supposed to possess. (Adapted from NLC)

* * * * * * * * *
By now we have all heard of John Gardner's coined phrase "the cry for leadership". The world around us is plagued with problems which seem to be spreading beyond our control. The world is in a state of crisis. There is a need for effective, caring leaders today more than ever. This section addresses some of the areas of our world which need immediate improvement. It is up to you, the future leaders of the world to understand and embrace these problems as challenges you are able and willing to solve.
CURRENT EVENTS

In order to be an effective leader, a person must be intellectually and socially aware of the events taking place around her. One way to maintain a knowledgeable view of the world is the read the newspaper. This chapter requires students to read the newspaper at least four times a week and apply what they read to classroom activities. Focus on national and international events in addition to local ones. Be aware of the different perspectives and opinions being conveyed through the news and form your own judgments about the events which take place around you. This chapter challenges students to think critically and develop the ability to defend your opinions logically and effectively, while trying to understand the opinions of others.

VIOLENCE IN THE MEDIA

Violence is present in every facet of our lives today. It can be seen in communities, families, sports, and schools. We hear daily news stories of spouse abuse, children killing children and random acts of violence. It almost seems as though everything that happens in this country is violent. Despite this negative portrayal of the world, however, there is goodness being displayed every day. It may not be as glamorous or bring about a box-office hit, but people are out in the world actively taking a stance against the wrongs of this world. There are community activists building playgrounds, holding fundraisers and fighting the drug war. There are children triumphing over cancer and founding mentor programs. As a leader, it is important to keep an accurate perspective of the world, understanding the intricacies of the negative and positive things which go on around us. Only if we have accurate information can we be expected to make a fair judgement of the world.

Suggested Activities:

1. Have students cut out articles from the newspaper which discuss a violent crime. Break the class into groups of five or six and have groups analyze the articles. Do the writers glorify the crimes being committed, condemn them, or take a neutral stance?

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2. Have each student buy a copy of a specific newspaper for a designated day. Divide the class into groups of three and have each group look through the entire newspaper and record how many of the articles are dedicated to violent crimes, how many discuss unethical actions and how many report on neutral or positive news stories. Discuss the results as a class and determine whether or not the newspaper was an accurate report of the news which occurred that day.
3. Divide the class into two equal groups for a debate of the following resolution: *The media is not responsible for the violence it reports to the public.* Discuss issues of personal and organizational responsibility, public demand, viewer's choice and control of resources.

THE ENVIRONMENTAL CRISIS

One of the biggest, most serious problems facing the world today, and leaders in particular, is the degradation of the environment. Economic and industrial interests seem to be incompatible with the protection of the limited resources the earth provides. How does a leader make decisions that will meet the needs of the present without destroying our hope for a future? This is just one of the questions which plagues the leaders of politics, science and your community.

Suggested Activities:

1. Have students pick an environmental topic which interests them. Have them present a thoroughly researched speech on the issue they have chosen. Speeches should present factual information from both sides of the issue, with the student's opinion given last. This project aims at increasing students' awareness of environmental issues and focuses on the difficulty of coming to a sound judgement on the topic.
AGENTS of CHANGE

Change enters our world in many different forms. Sometimes it seems to occur almost unavoidably, simply following an uncontrolled path of nature. Other times change is introduced by a person or group who thinks growth and transformation is needed in some way. In a world that is constantly changing, one of the roles a leader may fulfill is that of a change agent. This type of leader actively works toward the improvement of a current situation or organization. Change agents are proactive, involved problem solvers who work to benefit their family, corporation or community.
AGENTS OF CHANGE PROJECT

This project should reflect a culmination of skills and knowledge concerning the process of leadership. It specifically involves the application of critical thinking, problem solving, the initiation of change, organizational skills, group work, and project planning and implementation.

Pick a project which will bring about a positive change in your school and implement it.

PREPARATION

This project requires that the class be divided into groups of 5 or 6 students. If groups have usually been assigned randomly, this would be a nice opportunity to allow students to pick their own groups. The project will last for two weeks of class time and requires that groups meet at least three times outside of class time. Notes must be kept of all meetings and decisions throughout every phase of the project. A ten-page paper will be submitted at the end of the project.

BRAINSTORMING

The purpose of this project is to make a positive change in your high school. As a group, conduct a brainstorming session for at least one entire class period. The brainstorming stage of a project is simply a generation of ideas. No evaluation of any suggestions should occur. Be as creative as possible. Even the craziest and most ambitious ideas can be adjusted for an appropriate and realistic project. The purpose of the project is to benefit the school and its students in some way. You will be asked to explain, in depth, how your project fulfills this requirement and why you think it is an important change. Some suggestions might be holding a dance, a fundraising concert, starting a school newspaper, or developing a mentoring program.

CHOOSING YOUR PROJECT

The next step is to narrow down the ideas you have developed through brainstorming. When you have narrowed down the choices, your group should decide on a process which is fair and effective in coming to a decision about which project you will choose. Decide if you will vote, acknowledging that majority wins or if you will discuss the issue until there is consensus, or agreement among all members. Whatever you choose, remember that a successful group chooses

2. Carroll, Jay "Penny-per-pound", Case Study: Jepson School of Leadership Studies, University of Richmond (November) 1996.


4. Ibid.

5. Ibid.
FOOTPRINTS OF A LEADER:
Studying the Path of Leadership

An Instructional Guide
Part IV of IV

Kimberly Bach and Charles Johnston
Editor/Writer
TWELFTH GRADE COURSE OUTLINE
LEADERSHIP MODULE
(Leadership Center)

I. Service is Leadership
   A. Service Learning
      1. Background
      2. Importance
   B. Read Servant Leadership by Robert Greenleaf

II. Community Service Project
   A. Review of project planning
   B. Selecting and defining community problems
      1. Group selection
   C. Oral and written plan to address issue
      1. Presentations to the class
   D. Develop time line for each group
   E. Implement project (daily journal)
   F. Final presentations and evaluation of projects

III. Senior Year Internship
   A. Research possible sites

IV. Senior Internship
   A. Journals
   B. Discussion and Application
   D. Evaluation

V. Senior Reflection on Center
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Service is Leadership

"As a people we simply can no longer afford to teach our youth that being a good citizen means not causing trouble..."
-Frances Moore Lappe

You are entering your fourth and final year of high school. Since your first year in this program, you have grown in an understanding of who you are and who you want to become. You have obtained and enhanced the ability to organize, work in groups, communicate effectively, and think critically. You have reflected daily on the process of leadership, applying your knowledge of theory to daily practice. You have watched the leaders in your life and judged them according to your values. You have enhanced your ability to recognize the need for leadership and to accept the challenge effectively. Now, it is time to broaden your education into the realm of the real world. High school walls bring necessary security and foster the making of a real community...but are you ready to apply your leadership knowledge to others? Can you accept our challenge and make a difference in your community? We know you can.
SERVANT LEADERSHIP

During the first year of this program you learned about Servant Leadership. According to Robert Greenleaf, a leader "is servant first...it begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead". Servant leaders are close to the community which allows them to see, to listen and to understand. Servant leaders give of themselves with inner joy and satisfaction. They are motivated by pure selflessness, and care for their followers more than they care for recognition.

Service is about more than giving back to your community. It is about becoming a person, a true person who feels as much as he thinks, who gives more than she takes. Service can teach you many important lessons. It teaches you humility, pride, selflessness, compassion. It reveals your weaknesses, your limits and your biases. Service provides you with an infinite learning environment. Service is leadership.

ACTIVITY #1

Before doing the community service project in the next section, students should read Robert Greenleaf's book Servant Leadership. Have students reflect on the book in a creative essay entitled, "Service is Leadership."
Community Service Project

Now it is time for you to embark on your journey of community service. This project will be completed in groups and will last for a total of seven weeks. This experience should reflect a culmination of your leadership knowledge and work over the past three years. To help you more accurately apply leadership concepts to your service project, you will keep a journal of your activities. You and your group will share this experience, but as an individual you are responsible for your own learning. Remember when you step out into the community you are a representative of your family, school and leadership class.
NECESSITIES OF THE PROGRAM

1. Students must pick a service site which works for the common good.

2. Once the agency is picked, students will provide service based on the needs of the organization and their needs as learners.

3. Students and agencies must establish clear service and learning goals.

4. Students must understand the mission of the organization and their role in it.

5. Students must receive training, supervision, monitoring, support, recognition and evaluation from both their site supervisor and their classroom teacher.

6. Students should display genuine commitment, enthusiasm and active involvement.

7. Students must keep a journal and engage in classroom reflection.

Note: How you judge that students have met the above criteria should be determined using your own discretion. Suggestions include signed service contracts, bi-weekly reports and visiting your students sites personally.
COMMUNITY SERVICE SCHEDULE

1. Students research community issues and choose general topic to address. (2 days)
2. Groups are picked by students according to topic interests. (1 day)
3. Groups conduct research on agencies which serve people affected by their chosen topic. (2 days)
4. Groups contact at least three potential sites and inquire about project possibilities. (2 days)
5. Groups choose site as a group based on research, time constraints, learning potential, and agency contact. (1 day)
6. Groups work with agency contact to determine project details and timeline. (2 days)
7. Groups engage in community service for six weeks, a total of 60 hours each student. (6 weeks)
8. Groups present their experience to the class in a 15 minute presentation. (2-3 days)
9. Students and teacher evaluate groups. (1 day)

Total Project: 8 weeks
Senior Internship

This section of the curriculum aims at providing you with an in-depth, cumulative learning experience that will culminate your study of leadership and better prepare you for your next step after high school. The internship will provide you with the opportunity to connect theory with practice on an individual level. Your internship must require that you complete a specific, concrete task that will benefit you and the organization you choose as your site. You will be able to observe leadership in action, learn about a specific organization, explore career interests, learn new skills, and test your leadership abilities. Your learning throughout this internship is self-directed. You are responsible for making the most of this learning experience.
GOALS TO KEEP IN MIND

1. Improving your decision making and critical thinking skills.

2. Recognizing and evaluating your own strengths and weaknesses.

3. Recognizing and evaluating a group's goals.

4. Enhancing the establishment of your values by watching and evaluating others.

5. Enhance your ability to work in groups.

6. Enhance your ability to work with a diverse group of people.

7. Improve communication and other leadership skills.
INTERNSHIP REQUIREMENTS

1. Complete at least 80 hours of internship site work.

2. Create a written contract between you and your internship site.


4. Participate in weekly classroom sharing of internship progress.

5. Write a five-six page paper evaluating your internship experience.
ACTIVITY#1

Have students write a reflective essay on this leadership program. Topics should include biggest lessons learned, the benefits of experiential education, how I have become a better leader and suggested improvements. Paper should be 10 pages.

*Note: Be sure to incorporate students' suggestions into next year's leadership program. Student input is infinitely valuable. Also, consider presenting the best papers to an audience of parents and school administrators. This will add credibility to the program as well as provide those important persons a clearer understanding of the program itself.*
Senior Reflection

You have reached a milestone on your journey to becoming a leader. You are at the end of your years as a high school student and you are well-prepared for the world which awaits your arrival. You are the hope for the future. You will answer the cry for leadership. You have developed the skills and abilities necessary to make your own footprints along the path of a leader. It is now time for you to reflect on your leadership studies and development as a person. Take this time to analyze your strengths and weaknesses and recognize where you can now go from here.
ADMINISTRATIVE DO'S

DO model leadership

DO model followership

DO involve your students in program administration

DO clearly define your program and administrative structure

DO establish credibility with your faculty
   -- consult
   -- listen
   -- perform

DO establish credibility with the external community
   -- provide timely information
   -- return calls
   -- include in student grade evaluation

DO listen and be open to new ideas

DO provide clear guidelines and criteria
   -- to students and faculty

DO be consistent

DO maintain your sense of humor!
ADMINISTRATIVE DON'TS

**DO NOT** isolate your program from the rest of the community
  -- initiate joint programs
  -- involve your faculty in leadership activities

**DO NOT** close your office door
  -- be available
  -- be aware

**DO NOT** over manage
  -- allow your staff and students to take responsibility
  -- allow your staff and students to work independently

**DO NOT** air your dirty laundry in public
  -- can destroy credibility of a new program
  -- can destroy your own credibility

**DO NOT** assign blame or look for scapegoats

**DO NOT** allow grudges and old hurts to cloud your judgement
  -- let things go and move on
MODELING LEADERSHIP

1. Facilitate communication and interaction
2. Foster a sense of community
3. Establish positive working relationships
4. Seek to build consensus
5. Keep program goal/vision before constituents
6. Apply conflict resolution strategies
7. Be an active mediator between students/faculty
8. Be honest, ethical, straight-forward

MODELING FOLLOWERSHIP

1. Be supportive of leader/committed to program
2. Provide constructive feedback to leader
3. Be an active participant
4. Disagree agreeably
5. Be an independent/critical thinker
LEADERSHIP DEVELOPMENT
PARADIGM SHIFT

This paradigm shift suggests new approaches in leadership education and in student leadership development. The following page includes a very preliminary framework for considering new perspectives on student leadership development.

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<th>EMERGENT PARADIGM</th>
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<tr>
<td>Leadership is hierarchial</td>
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This preliminary framework of the emerging student leadership development paradigm suggests exciting possibilities for leadership education and development in and out of the classroom. The approaches have the potential to respond positively to the call for a holistic approach to student learning.

**LDSP Development in the Classroom**

- Theory/ Preparation (reading, hearing, talking)
- Reflection (writing, discussing)
- Case Studies (theory into practice)
- Writing (research and analysis)
- Discussion (critical thinking)

**LDSP Development out of Classroom**

- Organizational involvement and service (applying)
- Service (doing)
- Internships (theory to practice)
- Observations (research and analysis)
- Interviews/ Conversations (extending & testing knowledge)

This framework suggests that leadership education and student affairs, both have much to gain from each other. Collaboration has the potential to result in rich opportunities for leadership education practice, and for student affairs to work from a much broader theoretical and knowledge base.
# Leadership Development Paradigm Shift

<table>
<thead>
<tr>
<th>OLD PARADIGM</th>
<th>NEW PARADIGM</th>
</tr>
</thead>
<tbody>
<tr>
<td>A FEW</td>
<td>WHO</td>
</tr>
<tr>
<td>TRAINING</td>
<td>WHAT</td>
</tr>
<tr>
<td>ONE-SHOT</td>
<td>WHEN</td>
</tr>
<tr>
<td>CONTAINED SETTING</td>
<td>WHERE</td>
</tr>
<tr>
<td>HOW TO</td>
<td>WHY</td>
</tr>
<tr>
<td>FORMULA</td>
<td>HOW</td>
</tr>
<tr>
<td>FORMULA</td>
<td>PROCESS</td>
</tr>
</tbody>
</table>

Old paradigm new paradigm

- A FEW to WHO
- TRAINING to WHAT
- ONE-SHOT to WHEN
- CONTAINED SETTING to WHERE
- HOW TO to WHY
- FORMULA to HOW
- PROCESS

- REFLECTING
- ONGOING
- MULTIPLE SETTINGS
- FOR WHAT
## TEN COMMITMENTS OF LEADERSHIP

<table>
<thead>
<tr>
<th>PRACTICES</th>
<th>COMMITMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Challenging the Process</td>
<td>1. Search out challenging opportunities to change, grow, innovate and improve.</td>
</tr>
<tr>
<td></td>
<td>2. Experiment, take risks, and learn from the accompanying mistakes.</td>
</tr>
<tr>
<td>Inspiring a Shared Vision</td>
<td>3. Envision an uplifting and ennobling future.</td>
</tr>
<tr>
<td></td>
<td>4. Enlist others in a common vision by appealing to their values, interests, hopes, and dreams.</td>
</tr>
<tr>
<td>Enabling Others to Act</td>
<td>5. Foster-collaboration by promoting cooperative goals and building trust.</td>
</tr>
<tr>
<td></td>
<td>6. Strengthen people by giving power away, providing choice, developing competence, assigning critical tasks, and offering visible support.</td>
</tr>
<tr>
<td>Modeling the Way</td>
<td>7. Set the example by behaving in ways that are consistent with shared values.</td>
</tr>
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<td></td>
<td>8. Achieve small wins that promote consistent progress and build commitment.</td>
</tr>
<tr>
<td>Encouraging the Heart</td>
<td>9. Recognize individual contributions to the success of every project.</td>
</tr>
<tr>
<td></td>
<td>10. Celebrate team accomplishments regularly.</td>
</tr>
</tbody>
</table>

Taken from:
The Leadership Challenge
Kouzes and Posner