

Leadership Alive Curriculum

- Unit 1: Intrapersonal Management
- Qualities of Leadership
 - Goal Setting
 - Time and Stress Management
- Unit 2: Interpersonal Management
- Interpersonal Skills
 - Leadership Styles
 - Group Dynamics
- Unit 3: Communication Skills
- Instructional Techniques
 - Effective Communication
 - Writing/Speaking/Listening
- Unit 4: Effective Leadership
- Principles of Leadership
 - Parliamentary Procedure
 - School and Community Governance
- Unit 5: Leaders and Group Decision Making
- The Power and Art of Influence
 - Principles of Supervision
 - Team Building Strategies
- Unit 6: Analyzing and Resolving Practical Problems
- Mission Statements
 - Activity Skills
 - Problem Solving Strategies

Harry Ainlay High School

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Unit 1: Intrapersonal Management

A. Qualities of Leadership -- basic concepts, self evaluation

CTR 1020	Leadership Described	<ul style="list-style-type: none"> • identify and describe examples of leadership behaviour demonstrated by: <ul style="list-style-type: none"> - self - others • explain why leadership may/ may not be situational based • describe leadership behaviors performed in specific contexts and in specific situations • explain why leadership behaviors appropriate in one context or situation may be inappropriate in other contexts or situations • describe strategies used by self and other to influence others.
CTR 2020	Leadership Theories	<ul style="list-style-type: none"> • identify theories of leadership; e.g.: <ul style="list-style-type: none"> - classical - contingency - systems • describe the key elements of each theory identified • describe context in which each theory of leadership was applied • identify contexts in which each theory may be appropriately applied
CMH 2030	Volunteerism	<ul style="list-style-type: none"> • define volunteerism • describe the personal reward of volunteering: <ul style="list-style-type: none"> - self- esteem - learning - resume - reference - experience community awareness - career awareness - initiate health promotion • list and assess societal benefits of volunteerism • outline the potential impact of volunteerism on opportunities for paid employment • outline and discuss the essential characteristics of a volunteer: <ul style="list-style-type: none"> - confidentiality/ ethics - attendance/ punctuality - resource/ time management - adherence to rules and regulations - safety - enthusiasm - sense of humor
CTR 3030	Change Assessment	<ul style="list-style-type: none"> • identify various methods of assessment used to assess change in societal contexts • evaluate key changes that have occurred recently in the school and in the community including: <ul style="list-style-type: none"> - intended/desired outcomes - actual or emerging outcomes

		<ul style="list-style-type: none"> - process of change - key change agents • identify key elements/ resources needed to bring about change • explain the role of time as a critical element/ resource in the change and change assessment process.
CTR 3030	Project Plan	<ul style="list-style-type: none"> • create an original project plan for a school or community project identifying key elements, personnel and other resources • create an instrument suitable for assessing the project plan and its outcomes • present and/or facilitate the presentation to “sell” the project plan to key decision makers • evaluate the impact of the plan and its presentation on affecting the desired change

B. Goal Setting- brainstorming, planning, evaluating

CTR 1020	Goal Setting	<ul style="list-style-type: none"> • define and distinguish between <ul style="list-style-type: none"> - goals - objectives • identify and explain processes used to set goals and objectives. • explain and demonstrate brainstorming. • define the following terms and describe the relationship among goals/ objectives and : <ul style="list-style-type: none"> - motivation - achievement - success - ambition • describe strategies and instruments available to assess achievement and success.
CTR 2020	Taking the Lead	<ul style="list-style-type: none"> • demonstrate the ability to lead others to attain a stated goal • evaluate the success of leadership behaviors demonstrated

C. Time and Stress Management- indicators, strategies, evaluation

CTR 3020	Project Management - stress - time	<ul style="list-style-type: none"> • identify elements within a project that may need managing e.g.: <ul style="list-style-type: none"> - time - personnel - stress • describe strategies/ models for managing project elements; e.g. PERT • identify and describe causes of stress within an organization • identify and describe indicators of stress in self and others • describe and demonstrate stress management techniques used by individuals and groups • explain the importance of time as a resource to be managed in different projects/situations • identify and describe time management principles and strategies • demonstrate time management strategies
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Unit 2: Interpersonal Management

A. Interpersonal Skills- power vs authority, Maslow's Hierarchy

CTR 1020	Needs Theory	<ul style="list-style-type: none">• identify and describe needs theory e.g. Maslow's Hierarchy of Needs, Hersberg's Motivation- hygiene theory• describe why people may join groups e.g. ;<ul style="list-style-type: none">- clubs- teams- political parties- volunteer groups• identify and explain challenges faced by:<ul style="list-style-type: none">- leaders- followers
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B. Leadership Styles- basic generalizations, delegation, evaluation

CTR 2020	Leadership Styles	<ul style="list-style-type: none">• explain the concept of leadership style• identify and explain different styles of leadership• describe research on leadership styles; e.g., Herseys and Blanchard's• explain the purpose of delegation and the challenges faced by leaders when they delegate• describe contexts in which each style of leadership may be appropriately used.
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C. Group Dynamics- organizations, motivation, conflict resolution

CTR 2020	Group Dynamics	<ul style="list-style-type: none">• identify and describe why groups form• list and describe dimensions of different groups• explain group dynamics• describe and explain how leaders:<ul style="list-style-type: none">- lead groups- evolve in groups• explain and demonstrate consensus seeking and conflict management in a group situation.• describe defence mechanisms found in and among groups:<ul style="list-style-type: none">- personal defence mechanisms- group defence mechanisms• define apathy• demonstrate strategies for handling apathy:<ul style="list-style-type: none">- within a group- of a group
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Unit 3: Communication Skills

A. Instructional Techniques- verbal, non- verbal, participation

Relevant material from CASAA and NASSP-DSA resources

B. Effective Communication- levels, labelling, techniques

CMH 2030	Client	<ul style="list-style-type: none"> outline the client's responsibilities describe what behaviors might be encountered from the clients (e.g. gratitude, embarrassment, resentment) identify possible reasons for these behaviors and suggest strategies to deal with them
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C. Writing/Speaking/Listening- practical applications

Relevant material from CASAA and NASSP-DSA resources

Unit 4: Effective Leadership

A. Principles of Leadership- synergy, Leadership vs Management

CTR 2030	Synergy	<ul style="list-style-type: none"> define synergy describe potential positive and negative effects of achieving synergy describe the relationship among synergy and: <ul style="list-style-type: none"> - problem solving - decision making - consensus building
CTR 3020	Leadership and Management	<ul style="list-style-type: none"> distinguish between roles played and tasks performed by leaders and manager define and give examples of "delegation" as a leadership behavior explain why authority may be delegated but responsibility may not

B. Parliamentary Procedure- vocabulary, motions, practice

CTR 1020	Terms and Concepts	<ul style="list-style-type: none"> Define terms relating to leadership including <ul style="list-style-type: none"> - leadership - power - influence - authority distinguish between the following pairs of concepts: <ul style="list-style-type: none"> - achieved leadership/ ascribed leadership - formal leadership/ informal leadership
CTR 2030	Governance and Government	<ul style="list-style-type: none"> define governance and government, and explain the relationship between the concepts. describe the application of governance structures affecting students. identify and describe the structures and positions in a governance structures: <ul style="list-style-type: none"> - its purpose or mission - goals and objectives - roles and responsibilities - methods for assessing outcomes.
CTR 2030	Parliamentary procedure	<ul style="list-style-type: none"> explain the purpose of parliamentary procedure list and define the basic vocabulary of parliamentary procedures identify and distinguish among guides to parliamentary procedure; e.g., Roberts' Rules, Duchesne's Rules distinguish between incidental motions and privileged motions list and describe order of precedence for different types of motions

		<ul style="list-style-type: none"> describe the role of the parliamentarian or speaker in a formal meeting setting participate in a formal meeting and follow parliamentary procedure lead a meeting a ensure that parliamentary procedure is followed.
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C. School and Community Governance- structures, meetings

CTR 2030	Meetings - agendas - roles and responsibilities	<ul style="list-style-type: none"> identify and describe the purpose of various types of meetings; e.g. formal, co informal describe elements of effective meetings; e.g. planning leadership participation styles communication strategies list and describe the form and structure of an agenda describe the purpose of an agenda list and describe the roles and responsibilities of meeting: <ul style="list-style-type: none"> - chairperson - committee leaders - other meeting members - visitors - invited speakers/ guests
CTR 2030	Governance and Administration	<ul style="list-style-type: none"> describe and explain the relationship between a governance structure, its procedures and its administration identify the strengths and the limitations among the governance structures, its and its administration propose: <ul style="list-style-type: none"> - ideas for enhancing the relationships among the governance structure, its procedures and its administration - strategies for implementing and assessing the outcomes of the enhancement strategies demonstrate leadership in facilitating the piloting of enhancement proposals

Unit 5: Leaders and Group Decision Making

A. The Power and Art of Influence- relationships, techniques

CTR 1020	Leading by Example	<ul style="list-style-type: none"> show a plan that includes goals, objective and strategies to assess achievement and success of the plan demonstrate individual or group leadership behaviour in a selected, teacher-approved context or situation by implementing the plan describe the outcome(s) of the plan list recommendations as to how the plan or assessment strategies could be improved for future use
CTR 2030	Team Building	<ul style="list-style-type: none"> describe the importance of team building identify and describe possible individual behaviors in meetings describe and demonstrate how the chairperson may: <ul style="list-style-type: none"> - increase task- directed behavior - decrease disruptive behavior - minimize stalling behavior - encourage individual participation - establish a positive and effective team approach to student governance

B. Principles of Supervision- responsibilities, behaviors

CTR 3030	Decision Making	<ul style="list-style-type: none"> compare the decision-making roles and impacts of: <ul style="list-style-type: none"> - assigned leaders
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		<ul style="list-style-type: none"> - ascribed leaders - primary decision makers - secondary decision makers - tertiary decision makers - interest groups - opinion leaders <ul style="list-style-type: none"> • describe the current decision-making structure in the school and the community • identify and assess the role played by the leadership groups listed above
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C. Team Building Strategies- techniques, practical applications

CTR 3030	Change	<ul style="list-style-type: none"> • explain why change is now view as a constant • describe and explain key changes that have occurred during the past three yeast within the school's and the community's governance and assess the impart of these changes • identify and describe how these changes were brought about and by what form of leadership and leadership activities
CTR 3030	Change Agents	<ul style="list-style-type: none"> • explain the concept of "change agent" • identify key change agents; e.g., in the school, in the community • identify and compare different types of change agents • explain the different between: <ul style="list-style-type: none"> - internal and external change agents -formal and informal change agents - administrative and "grass- roots" change agents • describe the strategies used by change agents to facilitate change • prepare a chart to show the: <ul style="list-style-type: none"> - organizational structures available in a governance structure; e.g., in school community - how change is/is not facilitated by these structures • prepare a job description for a change agent for a selected project
CMH 2030	Observation, assessment and application	<ul style="list-style-type: none"> • research a suitable community placement that will enhance interests and abilities. Write a job description outlining the duties and expectations. With the teacher's and client's approval, finalize arrangements. • practice approximately 20hours of volunteerism in a teacher-approved community locale • analyze an evaluation by the client and a self-evaluation of the volunteer position
CMH 2030	Career Exploration	<ul style="list-style-type: none"> • match the volunteer activities) to a possible career opportunity

Unit 6: Analyzing and Resolving Practical Problems

A. Mission Statements- vision, organization, performance

Relevant material from CASAA and NASSP-DSA resources

B. Activity Skills- planning, deciding, evaluating, PERT

CTR 3020	<ul style="list-style-type: none"> - Establishing or changing organizations - visioning - planning - obtaining approvals - delegating - implementing and monitoring - assessing 	<ul style="list-style-type: none"> • define the need and purpose of establishing a new organization or changing an existing organization • devise a new vision for the organization • prepare a plan <ul style="list-style-type: none"> - clarify purpose/mission - define intended outcomes - specify timelines - list responses required - define assessment standards • submit plan for approval and amend as necessary • explain and delegate key roles and areas of authority • create reporting procedures • implement the plan • monitor progress through assessment of reports and observations • evaluate attainment of benchmarks • evaluate attainment of outcomes • prepare a review of entire process <ul style="list-style-type: none"> - planing - approvals - delegating - implementation - monitoring - leadership • identify how the leadership role could have been improved and how this improvement may have affected the outcome(s)
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C. Problem Solving Strategies- values, attitudes, techniques

CTR 1020	Problem Solving	<ul style="list-style-type: none"> • identify and explain various models for problem solving • explain how models assist the problem-solving process • describe the relationships among : <ul style="list-style-type: none"> - problem solving - decision making - feedback/feedback loops
CTR 3020	Organization(s)	<ul style="list-style-type: none"> • define and describe the concepts of: <ul style="list-style-type: none"> - being organized - an organization • identify and describe types of organizations and their structures • explain how and why the structure(s) of organizations <ul style="list-style-type: none"> - differ - may be changed • distinguish among an organization's: <ul style="list-style-type: none"> - mission statement - vision - goals - objectives