

Vincent Massey Student Leadership Development Program

A) AIM: The aim of the SLDP - Track 1 31G course is to provide a foundation for students with an interest in increasing their understanding of leadership and apply these concepts in the community and school.

B) RATIONALE:

“Adolescence is a critical time for leadership development. Developing leadership in youth can bolster self-esteem, prevent risky behavior, and serve as a springboard for successful adulthood. Yet many adolescents are never offered the chance to act as leaders, and adult leadership models are often inappropriate for teens, who have unique developmental needs.”
(Vonlinden and Fertman, 1998)

The Leadership Skills Development course (31G) is the first of two full credit courses grounded in adolescent development theory that identifies three major stages of adolescent leadership development: awareness, interaction and mastery. Based on this model, the course provides leadership development through a balance of theory and practice - seven skill units comprise the theory components while practical tactics for developing leadership skills through experiences at home, school, community and work show how individuals can have a positive impact.

“Adolescent leadership is shown in a young person who speaks out on important community issues and in one who simply shovels snow from an elderly neighbor’s walk without being asked. Leadership is demonstrated every day in myriad ways by adolescents in their families, schools, workplaces, and communities. Leadership development may be subtle that the youths themselves never realize they have leadership skill at all, and therefore view leadership as distant and unattainable. For others, the process is active and self-fulfilling. Clearly, we want to call attention to this process. In our work to expand leadership development, we raise awareness and adolescents alike that leadership potential and ability exists in all adolescents.” (Vonlinden and Fertman, 1998)

C) PHILOSOPHY:

The philosophy behind the leadership program is based on the belief that young people can obtain valuable skills, experiences and mind sets through a leadership development program which will have a direct positive effect on themselves, their school and community at large. A proper study of student leadership therefore must have a balance between theory and practical application. The course while dealing with theoretical topics will have real life applications and experiences. Students will apply class work to project work with the aim of improving school wide student satisfaction with their school experience.

Through each of the topics studied, the approach is primarily holistic so that knowledge can be transferred in the general realm of student activities.

D) STRUCTURE OF COURSE

(Class will meet 3 times per week - Monday, Wednesday and Friday from 07:00 - 08:15)

THEORY

- UNIT 1:*** Introduction to Leadership (10 hours)
- 1) The Leader Within (discussion)
 - 2) Leadership Styles (lecture/analysis)
 - 3) Leader Profile (research/presentation)
- UNIT 2:*** Team Development (7 hours)
- 1) Group Vs. Teams
 - 2) Four Stages of Team Development
 - 3) Team Building Strategies
 - 4) Traits of W.E.T cans Team Membership -roles and reason.
- UNIT 3:*** Communication Skills (7 hours)
- 1) The Communication Process (interactive)
 - 2) Active Listening Techniques and Dialogue (group discussion)
 - 3) Fundamentals of Public Speaking and Great Presentations (in class/small group/lecture/ demonstration)
 - 4) “The medium is the Message” - writing/speaking/ viewing/listening/representing/ reading.
- UNIT 4:*** Decision Making Skills (7 hours)
- 1) Problems and Decisions
 - 2) Process for Problem Analysis and Decision-Making... The buck stops here!
 - 3) Group Problem Solving Strategies
- UNIT 5:*** Planning (7 hours)
- 1) The 4 P’s of Planning
 - 2) Getting People Involved
- UNIT 6:*** Meetings (7 hours)
- 1) Types of Meetings
 - 2) Alternatives to Meetings
 - 3) Roles and Responsibilities
 - 4) Tasks and Relationships

UNIT 7:

Wellness (10 hours)

- 1) Overview of 7 Habits for Highly Effective Teens.

PRACTICUM - 55 hours

WORKSHOPS - Throughout the year, workshops will be offered to complement the SLDP. Examples of workshops would be

- Leading in a Changing World
- Conflict Resolution
- Foundations of Leadership - Colin Powell
- Global Change Game
- Diversity
- Ropes Course
- STARPOWER - simulation

E) OBJECTIVES

This course is designed for students to:

- _ Develop awareness of personal leadership attributes and create a plan to become an effective leader.
- _ Realize the purpose and developmental stages of teams.
- _ Develop communication skills.
- _ Acquire strategies for decision-making.
- _ Acquire basic organizational skills and use those skills in planning activities, events and programs at school and in the community.
- _ Basic meeting skills and use these skills in a variety of different meeting format.
- _ Become knowledgeable about the 7 Habits for Highly Effective Teens and practice the first 4 habits.
- _ Independent research.

General Outcome #1:

Develop awareness of personal leadership attributes and create a plan to become an effective leader.

Specific Outcomes:

- a) Understand the what and why of leadership development.
- b) Determine personal leadership attributes.
- c) Create a plan to improve on specified leadership attributes.

General Outcome #2:

Realize the purpose and developmental stages of teams

Specific Outcomes:

- a) Identify the characteristics of groups vs. teams.
- b) Understand the stages of team development.
- c) Participate in a team project, tasks, or program to accomplish specific goals.

General Outcome #3:

Develop communication skills.

Specific Outcomes:

- a) Explore the process of communication and practice active listening skills.
- b) Learn public speaking skills and allow for the organizational thoughts and present them in importance and prepared speeches.

General Outcome #4:

Acquire Strategies for decision-making.

Specific Outcomes:

- a) Make decisions that form in resources, plans, missions and goals.
- b) Participate in group and team activities.
- c) Select a problem-solving strategy: brainstorming, balance sheets, pairs comparisons, force - field analysis and consensus.

General Outcome #5:

Acquire basic organizational skills.

Specific Outcomes:

- a) Be knowledgeable in steps utilized in planning.
- b) Follow planning procedures to host an event, program or activity at the school and in the community.
- c) Understand the basic concepts of inclusion, participation and community.
- d) Developing an action plan.

General Outcome #6:

Meeting Skills.

Specific Outcomes:

- a) Understand and plan for meetings.
- b) Identify alternatives to meetings.
- c) **Understand** rules of recorder facilitator, process observer, and participant.
- d) Balance commitment to task and relationships.

General Outcome #7:

Habits

Specific Outcomes:

GRADING / ASSESSEMENT

- Pass / Fail
- Peer and Self-evaluation
- Letter of completion

Students will be assessed through a variety of approaches and methods (MrTighe and Ferrara, 1994): selected responses, constructed response, product, performance, and process focused.

Student Characteristics

Students taking this 31 G Track 1 Leadership Course will do so out of personal interest in terms of improving their leadership skills, sense of volunteerism/ community or as an awareness land of leadership.

There are no pre-requisites to this course in terms of knowledge, skills, qualities or experiences. The course is open to students in Year II, III, or IV of Senior Years.