

## Leadership Principles

<b>Curriculum/Content Area:</b> Elective	<b>Course Length:</b> 1 Term
<b>Course Title:</b> Leadership Principles	<b>Date Last Reviewed:</b> October 2017
<b>Prerequisites:</b> None	<b>Board Approval Date:</b> December 2017
<b>Primary Resource:</b> tbd	

## Desired Results

**Course description and purpose:** This course will provide instruction and development in essential leadership principles to enhance and strengthen students leadership skills and roles within their academic courses, their extracurricular activities, the community and their post-secondary pursuits.

<b>Enduring Understandings:</b>	<b>Essential Questions:</b>
<ol style="list-style-type: none"><li>1. Leaders demonstrate a variety of skills.</li><li>2. Communication skills are essential to effectively lead.</li><li>3. Leadership impacts all aspects of our lives, both positively and negatively.</li><li>4. Collaboration is necessary to effectively problem solve.</li><li>5. Leaders must take responsibility for their personal actions.</li><li>6. Leaders must demonstrate the ability to set, work on, and evaluate progress toward a goal.</li></ol>	<ol style="list-style-type: none"><li>1. What are the qualities of a good leader? Why?</li><li>2. What quality of leadership is most important to me? Why?</li><li>3. What quality of leadership do I need to work on the most?</li><li>4. How can I use leadership skills in my life and to assist, address, and influence others?</li><li>5. How can I assess my impact as a leader?</li><li>6. How can I currently and in the future utilize my leadership knowledge and skills?</li></ol>

## Unit 1: Defining Leadership

### Essential Questions:

1. What are the qualities of a good leader?
2. What quality of leadership is most important to me? Why?
3. What quality of leadership do I need to work on the most?

### Standards:

#### **WI Standards for Literacy in All Subjects:**

1. **WI.Literacy.R1.11-12** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2. **WI.Literacy.W4.11-12** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
3. **WI.Literacy.W5.11-12** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
4. **WI.Literacy.W9.11-12** Draw evidence from informational texts to support analysis, reflection, and research
5. **WI.Literacy.SL1.11-12** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
  - a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
  - b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
  - c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
  - d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

#### **Partnership for 21st Century Skills**

##### **1. CRITICAL THINKING AND PROBLEM SOLVING**

- a. Reason Effectively
  - i. Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation
- b. Use Systems Thinking
  - i. Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems
- c. Make Judgments and Decisions
  - i. Effectively analyze and evaluate evidence, arguments, claims and beliefs
  - ii. Analyze and evaluate major alternative points of view
  - iii. Synthesize and make connections between information and arguments
  - iv. Interpret information and draw conclusions based on the best analysis
  - v. Reflect critically on learning experiences and processes
- d. Solve Problems
  - i. Solve different kinds of non-familiar problems in both conventional and innovative ways

- ii. Identify and ask significant questions that clarify various points of view and lead to better solutions

## **2. COMMUNICATION AND COLLABORATION**

- a. Communicate Clearly
  - i. Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
  - ii. Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions
  - iii. Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)
  - iv. Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact
  - v. Communicate effectively in diverse environments (including multi-lingual)
- b. Collaborate with Others
  - i. Demonstrate ability to work effectively and respectfully with diverse teams
  - ii. Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
  - iii. Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

## **3. FLEXIBILITY AND ADAPTABILITY**

- a. Adapt to Change
  - i. Adapt to varied roles, jobs responsibilities, schedules and contexts
  - ii. Work effectively in a climate of ambiguity and changing priorities
- b. Be Flexible
  - i. Incorporate feedback effectively
  - ii. Deal positively with praise, setbacks and criticism
  - iii. Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multicultural environments

## **4. INITIATIVE AND SELF-DIRECTION**

- a. Manage Goals and Time
  - i. Set goals with tangible and intangible success criteria
  - ii. Balance tactical (short-term) and strategic (long-term) goals
  - iii. Utilize time and manage workload efficiently
- b. Work Independently
  - i. Monitor, define, prioritize and complete tasks without direct oversight
- c. Be Self-directed Learners
  - i. Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
  - ii. Demonstrate initiative to advance skill levels towards a professional level
  - iii. Demonstrate commitment to learning as a lifelong process
  - iv. Reflect critically on past experiences in order to inform future progress

## **5. SOCIAL AND CROSS-CULTURAL SKILLS**

- a. Interact Effectively with Others
  - i. Know when it is appropriate to listen and when to speak
  - ii. Conduct themselves in a respectable, professional manner
- b. Work Effectively in Diverse Teams
  - i. Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
  - ii. Respond open-mindedly to different ideas and values
  - iii. Leverage social and cultural differences to create new ideas and increase both innovation and quality of work

## **6. LEADERSHIP AND RESPONSIBILITY**

- a. Guide and Lead Others
  - i. Use interpersonal and problem-solving skills to influence and guide others toward a goal
  - ii. Leverage strengths of others to accomplish a common goal
  - iii. Inspire others to reach their very best via example and selflessness
  - iv. Demonstrate integrity and ethical behavior in using influence and power
- b. Be Responsible to Others
  - i. Act responsibly with the interests of the larger community in mind

**Learning Targets:**

1. I can describe the impact leadership has on a school, a community, and the world, citing textual evidence to support my description. (21st Century, R1)
2. I can actively engage in discussions around leadership qualities, analyzing their impact on a community. (21st Century, R1, SL1)
3. I can develop and share a definition of leadership based upon various nonfiction texts from those considered to be leaders in their vocations (21st Century, R1)
4. I can apply leadership qualities to my own life and explain how those qualities have impacted others. (21st Century, SL1)
5. I can write a detailed analysis of the impact a leader(s) has had on a community. (21st Century, R1, W4, W5)

**Assessment Evidence:**

**Performance Assessment Options**

*May include, but are not limited to the following:*

- Analytical Essay regarding a leader and their approach to leadership.
  - Analyze their leadership style and its effectiveness.
- Community Leader Speech
  - Interview a leader in the community and create a speech.
  - Discuss their leadership style, setbacks faced, advice given, etc.
- Students will engage in a Socratic Seminar to discuss their thoughts on the qualities of a good leader.
  - How do those qualities make one an effective leader?
  - What can be done to improve/build upon those qualities?

**Other assessment options**

*May include, but are not limited to the following:*

**Potential Supplementary Resources:**

- *The Big Picture* by Christine B. Whelan, PhD

## Unit 2: Leadership of Self

### Essential Questions:

1. What quality of leadership is most important to me? Why?
2. What quality of leadership do I need to work on the most?
3. How can I use leadership skills in my life and to assist, address, and influence others?
4. How can I assess my impact as a leader?
5. How can I currently and in the future utilize my leadership knowledge and skills?

### Standards:

#### **WI Standards for Literacy in All Subjects:**

1. **WI.Literacy.R1.11-12** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2. **WI.Literacy.W4.11-12** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
3. **WI.Literacy.W5.11-12** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
4. **WI.Literacy.W9.11-12** Draw evidence from informational texts to support analysis, reflection, and research
5. **WI.Literacy.SL1.11-12** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 *topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively
  - a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas
  - b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed
  - c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
  - d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research

#### **Partnership for 21st Century Skills**

##### **1. CRITICAL THINKING AND PROBLEM SOLVING**

- a. Reason Effectively
  - i. Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation
- b. Use Systems Thinking
  - i. Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems
- c. Make Judgments and Decisions
  - i. Effectively analyze and evaluate evidence, arguments, claims and beliefs
  - ii. Analyze and evaluate major alternative points of view
  - iii. Synthesize and make connections between information and arguments
  - iv. Interpret information and draw conclusions based on the best analysis
  - v. Reflect critically on learning experiences and processes
- d. Solve Problems
  - i. Solve different kinds of non-familiar problems in both conventional and innovative ways

- ii. Identify and ask significant questions that clarify various points of view and lead to better solutions

## **2. COMMUNICATION AND COLLABORATION**

- a. Communicate Clearly
  - i. Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
  - ii. Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions
  - iii. Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)
  - iv. Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact
  - v. Communicate effectively in diverse environments (including multi-lingual)
- b. Collaborate with Others
  - i. Demonstrate ability to work effectively and respectfully with diverse teams
  - ii. Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
  - iii. Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

## **3. FLEXIBILITY AND ADAPTABILITY**

- a. Adapt to Change
  - i. Adapt to varied roles, jobs responsibilities, schedules and contexts
  - ii. Work effectively in a climate of ambiguity and changing priorities
- b. Be Flexible
  - i. Incorporate feedback effectively
  - ii. Deal positively with praise, setbacks and criticism
  - iii. Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multicultural environments

## **4. INITIATIVE AND SELF-DIRECTION**

- a. Manage Goals and Time
  - i. Set goals with tangible and intangible success criteria
  - ii. Balance tactical (short-term) and strategic (long-term) goals
  - iii. Utilize time and manage workload efficiently
- b. Work Independently
  - i. Monitor, define, prioritize and complete tasks without direct oversight
- c. Be Self-directed Learners
  - i. Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
  - ii. Demonstrate initiative to advance skill levels towards a professional level
  - iii. Demonstrate commitment to learning as a lifelong process
  - iv. Reflect critically on past experiences in order to inform future progress

## **5. SOCIAL AND CROSS-CULTURAL SKILLS**

- a. Interact Effectively with Others
  - i. Know when it is appropriate to listen and when to speak
  - ii. Conduct themselves in a respectable, professional manner
- b. Work Effectively in Diverse Teams
  - i. Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
  - ii. Respond open-mindedly to different ideas and values
  - iii. Leverage social and cultural differences to create new ideas and increase both innovation and quality of work

## **6. LEADERSHIP AND RESPONSIBILITY**

- a. Guide and Lead Others
  - i. Use interpersonal and problem-solving skills to influence and guide others toward a goal
  - ii. Leverage strengths of others to accomplish a common goal
  - iii. Inspire others to reach their very best via example and selflessness
  - iv. Demonstrate integrity and ethical behavior in using influence and power
- b. Be Responsible to Others
  - i. Act responsibly with the interests of the larger community in mind

### Learning Targets

1. I can apply the leadership strategies from informational texts to my own life for the benefit of myself, my peers, and my community. (21st Century, R1)
2. I can develop my idea of leadership through organized, well-developed writing and proper use of revision, editing, and rewriting. (21st Century, W4, W5)
3. I can engage in collaborative discussions regarding leadership and how it is best applied to my life for the betterment of myself and others around me. (21st Century, SL1)
4. I can support my understanding and application of leadership strategies through a variety of types of writing and collaborative discussions with my peers. (21st Century, R1, W5, SL1)

### Assessment Evidence:

#### Performance Assessment Options

*May include, but are not limited to the following:*

- Ethical Dilemma Analysis
  - Students are given ethical dilemmas and evaluate how they would handle the situation. Students must prepare for various problems and learn how to deal with their own failures.
  - Students will be shown how dilemma was handled and evaluate the effectiveness.
  - Analyze how certain leadership styles would handle the situation and what may be most effective
- “My Leadership of Self” Presentation
  - Students focus on what leadership style resonates most with them
  - Students explain their own personal leadership goals
  - Students identify and evaluate metrics for meeting their leadership goals
- Socratic Circle

#### Other assessment options

*May include, but are not limited to the following:*

#### Potential Supplementary Resources:

- *The Big Picture* by Christine B. Whelan, PhD
- *Getting Grit* by Caroline Adams Miller
- *Win at Losing* by Sam Weinman
- *StrengthsFinder* Assessment

## Unit 3: Leadership of Group

### Essential Questions:

1. What quality of leadership do I need to work on the most?
2. How can I use leadership skills in my life and to assist, address, and influence others?
3. How can I assess my impact as a leader?
4. How can I currently and in the future utilize my leadership knowledge and skills?

### Standards

#### WI Standards for Literacy in All Subjects:

1. **WI.Literacy.R1.11-12** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2. **WI.Literacy.W4.11-12** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
3. **WI.Literacy.W5.11-12** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
4. **WI.Literacy.W9.11-12** Draw evidence from informational texts to support analysis, reflection, and research
5. **WI.Literacy.SL1.11-12** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 *topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively
  - a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas
  - b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed
  - c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
  - d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research

#### Partnership for 21st Century Skills

##### 1. CRITICAL THINKING AND PROBLEM SOLVING

- a. Reason Effectively
  - i. Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation
- b. Use Systems Thinking
  - i. Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems
- c. Make Judgments and Decisions
  - i. Effectively analyze and evaluate evidence, arguments, claims and beliefs
  - ii. Analyze and evaluate major alternative points of view
  - iii. Synthesize and make connections between information and arguments
  - iv. Interpret information and draw conclusions based on the best analysis
  - v. Reflect critically on learning experiences and processes
- d. Solve Problems
  - i. Solve different kinds of non-familiar problems in both conventional and innovative ways
  - ii. Identify and ask significant questions that clarify various points of view and lead to



better solutions

## **2. COMMUNICATION AND COLLABORATION**

- a. Communicate Clearly
  - i. Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
  - ii. Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions
  - iii. Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)
  - iv. Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact
  - v. Communicate effectively in diverse environments (including multi-lingual)
- b. Collaborate with Others
  - i. Demonstrate ability to work effectively and respectfully with diverse teams
  - ii. Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
  - iii. Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

## **3. FLEXIBILITY AND ADAPTABILITY**

- a. Adapt to Change
  - i. Adapt to varied roles, jobs responsibilities, schedules and contexts
  - ii. Work effectively in a climate of ambiguity and changing priorities
- b. Be Flexible
  - i. Incorporate feedback effectively
  - ii. Deal positively with praise, setbacks and criticism
  - iii. Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multicultural environments

## **4. INITIATIVE AND SELF-DIRECTION**

- a. Manage Goals and Time
  - i. Set goals with tangible and intangible success criteria
  - ii. Balance tactical (short-term) and strategic (long-term) goals
  - iii. Utilize time and manage workload efficiently
- b. Work Independently
  - i. Monitor, define, prioritize and complete tasks without direct oversight
- c. Be Self-directed Learners
  - i. Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
  - ii. Demonstrate initiative to advance skill levels towards a professional level
  - iii. Demonstrate commitment to learning as a lifelong process
  - iv. Reflect critically on past experiences in order to inform future progress

## **5. SOCIAL AND CROSS-CULTURAL SKILLS**

- a. Interact Effectively with Others
  - i. Know when it is appropriate to listen and when to speak
  - ii. Conduct themselves in a respectable, professional manner
- b. Work Effectively in Diverse Teams
  - i. Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
  - ii. Respond open-mindedly to different ideas and values
  - iii. Leverage social and cultural differences to create new ideas and increase both innovation and quality of work

## **6. PRODUCTIVITY AND ACCOUNTABILITY**

- a. Manage Projects

- i. Set and meet goals, even in the face of obstacles and competing pressures
  - ii. Prioritize, plan and manage work to achieve the intended result
- b. Produce Results
- c. Demonstrate additional attributes associated with producing high quality products including the abilities to:
  - i. - Work positively and ethically
  - ii. - Manage time and projects effectively
  - iii. - Multi-task
  - iv. - Participate actively, as well as be reliable and punctual
  - v. - Present oneself professionally and with proper etiquette
  - vi. - Collaborate and cooperate effectively with teams
  - vii. - Respect and appreciate team diversity
  - viii. - Be accountable for results

**7. LEADERSHIP AND RESPONSIBILITY**

- a. Guide and Lead Others
  - i. Use interpersonal and problem-solving skills to influence and guide others toward a goal
  - ii. Leverage strengths of others to accomplish a common goal
  - iii. Inspire others to reach their very best via example and selflessness
  - iv. Demonstrate integrity and ethical behavior in using influence and power
- b. Be Responsible to Others
  - i. Act responsibly with the interests of the larger community in mind

**Learning Targets:**

1. I can support my analysis of leadership through the use of research and textual evidence. (21st Century, R1)
2. I can apply my knowledge of leadership skills to a variety of types of well-developed and strong writing. (21st Century, W4, W5)
3. I can express my ideas and analysis of leadership through synthesized comments, and claims with strong supporting evidence. (21st Century, R1, SL1)
4. I can demonstrate the impact of my, and others, leadership abilities on my peers, school, and community. (21st Century, W4, W5, SL1)

**Assessment Evidence:**

**Performance Assessment Options**

*May include, but are not limited to the following:*

- A3 Report
  - Identify a problem, analysis of problem, and creative solution
- “Make an Impact” Project
  - Students will create a project in groups that will have an impact on the community
  - Students will create presentations that detail their work, analysis of their work, and success/failure of their work
- Analysis of results of their “Make an Impact” Project
  - Analyze the success or failure of your project. What can you learn from this project
- Analysis of Leadership Development
- Socratic Circle

**Other assessment options**

*May include, but are not limited to the following:*

**Potential Supplementary Resources:**

- *The Big Picture* by Christine B. Whelan, PhD
- *Getting Grit* by Caroline Adams Miller