

**CTE Standards Unpacking
Leadership and Service**

Course: Leadership and Service

Course Description: Students will be able to identify leadership characteristics, practice teamwork, and improve their use of soft skills while in the workplace or in environments which strengthen the community.

Career Cluster: All

Prerequisites: None

Program of Study Application: Leadership and Service is a foundation course that is intended to precede further studies at the career cluster and career pathway levels.

INDICATOR #LS 1: Investigate skills for leadership in the workplace and community.		
SUB-INDICATOR 1.1 (Webb Level: 2 Skill/Concept): Examine characteristics, leadership styles, and habits of leaders		
SUB-INDICATOR 1.2 (Webb Level: 2 Skill/Concept): Demonstrate understanding of organizational structure and meeting protocol		
SUB-INDICATOR 1.3 (Webb Level: 2 Skill/Concept): Compare and apply strategies for management of self and/or teams		
SUB-INDICATOR 1.4 (Webb Level: 2 Skill/Concept): Define the importance of being a good follower		
SUB-INDICATOR 1.5 (Webb Level: 3 Strategic Thinking): Determine how career and technical student organizations can provide leadership and service experiences		
Knowledge (Factual): Knowledge of leadership styles Knowledge of Robert's Rules of Order Vocabulary Words: protocol, Robert's Rule of Order, parliamentary procedure, conference call, long-term goal, short-term goal, team-building Knowledge of the roles people play within groups	Understand (Conceptual): Gain an understanding of the characteristics of a good leader Gain an understanding of personal leadership characteristics, styles, and habits. Understand personal leadership qualities through self- assessment Understand how to conduct an effective business meeting Understand the characteristics of a	Skills (Application): Develop a list of characteristics of effective and ineffective leaders Identify admired leaders and their characteristics, styles, and habits. Practice proper business meeting protocol (example: face-to-face, digital, conference call, webinar) Research team-building activities Research available

<p>What is a professional organization?</p>	<p>successful team and the roles people play within the group.</p> <p>Understand how goal setting improves the chance of success</p> <p>Understand how student or professional organizations can foster leadership skills</p>	<p>student or professional organizations (example: 4-H, National Honor Society, FCCLA, Student Council, FFA, FBLA, DECA, HOSA, Lions, SDEA, Rotary, Legion, church groups, Toastmasters, service clubs, chamber of commerce)</p>
<p>Benchmarks</p> <p><i>Students will be assessed on their ability to:</i></p> <ul style="list-style-type: none"> • Reflect on your leadership qualities • Include all leadership activities in your PLP 		
<p><i>Academic Connections</i></p>		
<p>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</p> <p>W.4: Produce coherent writing with development, organization, and style appropriate to task purpose and audience</p> <p>SL.1: Students will initiate and participate effectively in a range of collaborative discussions with diverse partners, building on others' ideas, and expressing their own clearly and persuasively.</p> <p>W.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>Sample Performance Task Aligned to the Academic Standard(s):</p> <p>Identify an admired leader and compile information about that leader's characteristics, style, and habits.</p> <p>Write a reflection on your leadership style.</p> <p>Role play a business meeting using parliamentary procedure.</p> <p>Compile a list of teambuilding activities</p> <p>Compile a list of professional organizations in your area of interest</p> <p>Complete an online leadership self-assessment</p>	

INDICATOR #LS 2: Demonstrate standards of effective communication.		
SUB-INDICATOR 2.1 (Webb Level: 2 Skill/Concept): Use effective oral and written communication techniques		
Knowledge (Factual): Knowledge of effective oral communication Knowledge of effective written communication	Understand (Conceptual): Understand how communication impacts professional relationships	Skills (Application): Practice writing and speaking professionally
Benchmarks <i>Students will be assessed on their ability to:</i> <ul style="list-style-type: none"> Demonstrate effective communication 		
Academic Connections		
ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard): W.4: Produce coherent writing with development, organization, and style appropriate to task purpose and audience W.6: Use technology, including the internet, to produce and publish writing and to interact and collaborate with others SL.6: Adapt speech to a variety of context and tasks demonstrating command of formal English	Sample Performance Task Aligned to the Academic Standard(s): Compose a professional email Role play appropriate telephone etiquette	

INDICATOR #LS 3: Summarize standards of behaviors in leadership situations		
SUB-INDICATOR 3.1 (Webb Level: 2 Skill/Concept): Develop social skills in a professional setting		
SUB-INDICATOR 3.2 (Webb Level: 2 Skill/Concept): Practice standards of professional communication		
SUB-INDICATOR 3.3 (Webb Level: 2 Skill/Concept): Summarize standards of ethical behavior in leadership situations		
SUB-INDICATOR 3.4 (Webb Level: 2 Skill/Concept): Categorize skills and behaviors that contribute to success in the workplace		
SUB-INDICATOR 3.5 (Webb Level: 2 Skill/Concept): Examine appropriate use of social media in personal and professional settings		
SUB-INDICATOR 3.6 (Webb Level: 3 Strategic Thinking): Demonstrate understanding of career and technical student organizations and their roles in preparing future leaders		
Knowledge (Factual): Vocabulary Words: social media, etiquette, ethics, colleagues, plagiarism, Knowledge of formal table manners Knowledge of professional dress codes Knowledge of common workplace ethics Knowledge of different character traits Knowledge of career and technical student organizations (CTSO)	Understand (Conceptual): Understand the impact of social media activity on the workplace Understand how appearance and behavior of employees affect business Understand the impact of unethical behavior in the workplace Understand the impact of personal character traits on the workplace Understand how participation in a CTSO promotes leadership	Skills (Application): Practice formal table manners Explore differences in professional dress codes (example: executive vs. retail) Explore workplace ethics (example: relationships between colleagues, theft, plagiarism, dishonesty, time) Identify several common character traits Explore the benefits of CTSO participation
Benchmarks <i>Students will be assessed on their ability to:</i> <ul style="list-style-type: none"> • Discuss implications of social media on the workplace • Discuss workplace ethics • Explain how CTSO participation develops leadership skills 		

Academic Connections	
<p>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</p> <p>W.4: Produce coherent writing with development, organization, and style appropriate to task purpose and audience</p> <p>SL.1: Students will initiate and participate effectively in a range of collaborative discussions with diverse partners, building on others' ideas, and expressing their own clearly and persuasively.</p>	<p>Sample Performance Task Aligned to the Academic Standard(s):</p> <p>Invite business/industry leaders to discuss the impact of social media and workplace behavior</p> <p>Create a diagram of a formal table setting</p> <p>Role play a formal dining experience</p> <p>Come up with a solution to an ethical dilemma</p> <p>Create a list of personal character traits</p> <p>Organize a mock CTSO within the classroom</p>

INDICATOR #LS 4: Understand the importance of diversity and mutual respect.		
SUB-INDICATOR 4.1 (Webb Level: 1 Recall): Identify different points of view to gain understanding of multiple perspectives		
SUB-INDICATOR 4.2 (Webb Level: 2 Skill/Concept): Develop interpersonal skills in conflict resolution and group decision-making		
SUB-INDICATOR 4.3 (Webb Level: 2 Skill/Concept): Recognize stereotypes and explain their possible effects		
<p>Knowledge (Factual): Vocabulary Words: conflict resolution, perspective, stereotype, diversity, interpersonal, respect</p> <p>Knowledge of interpersonal communication techniques</p>	<p>Understand (Conceptual):</p> <p>Understand how different points of view can affect group dynamics</p> <p>Understand how stereotypes can affect group dynamics</p> <p>Gain an understanding of the benefits of resolving conflicts</p>	<p>Skills (Application):</p> <p>Practice conflict resolution skills</p> <p>Practice group decision making</p> <p>Reflect on how personal stereotypes influence relationships and group dynamics</p>

<p>Benchmarks</p> <p><i>Students will be assessed on their ability to:</i></p> <ul style="list-style-type: none"> Understand the importance of diversity and mutual respect 	
<p><i>Academic Connections</i></p>	
<p>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</p> <p>W.4: Produce coherent writing with development, organization, and style appropriate to task purpose and audience</p> <p>SL.1: Students will initiate and participate effectively in a range of collaborative discussions with diverse partners, building on others' ideas, and expressing their own clearly and persuasively.</p> <p>W.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>Sample Performance Task Aligned to the Academic Standard(s):</p> <p>In small groups, reach consensus to solve a problem</p> <p>Role play conflict resolution skills</p> <p>Research common stereotypes that are found in the workplace (example: glass ceiling, gender, ageism, race, gender identity)</p> <p>Write a reflection and discuss how personal stereotypes influence relationships and group dynamics</p> <p>Bring in speakers with diverse backgrounds to discuss their experiences (example: ethnicity, religion, race, gender identity)</p>

Additional Resources

Please list any resources (e.g., websites, teaching guides, etc.) that would help teachers as they plan to teach these new standards.

- Skills to Pay the Bills (free publication; <https://www.dol.gov/odep/topics/youth/softskills/>)
- 5 Minute Career Activities (Learning Zone Express; www.learningzonexpress.com)
- Online leadership Assessment (https://www.mindtools.com/pages/article/newLDR_50.htm)
- Online leadership styles (<https://www.legacee.com/types-of-leadership-styles/>)
- Robert's Rules of Order (www.robertsrules.org)
- Tom Jackson's *Activities that Teach, More Activities that Teach, Great Group Games*
- The Happy Manager (www.the-happy-manager.com)