Youth Leadership for Tomorrow Today!

The Alchemy of Youth Leadership: Turning Invisible Students into Social Entrepreneurs

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Youth Leadership for Tomorrow Today!
The Alchemy of Youth Leadership: Turning Invisible Students into Social Entrepreneurs

What it takes to make a Youth Leadership Program meaningful and effective:

There is a vast amount of information available on leadership activities that are appropriate at secondary level. In reality, deliverers of a “Leadership Program” can keep students busy for hours each week in activities that are engaging and entertaining, but alas, unconnected and incapable of developing and sustaining the capacity to lead of the individual student.

Our approach to Youth Leadership at the secondary level seeks to match activities to the guiding principles and practices that create an effective leadership program. To that end, all activities are driven by the cumulative progress indicators (CPI's) in NJ Standard 9.1 21st Century Life & Career Skills as well as the Standards and Quality indicators of the National Alliance for Secondary Education and Transition (NASET).

Youth Leadership for Tomorrow Today - the skills needed for leaders to be thinkers and learners:

The focus of this leadership training is the acquisition of leadership skills (not simply the natural leaders but revealing the leader in ALL students) and, most importantly, the application and practice of these skills. First, students participate in activities and exercises designed to strengthen their intra-personal, interpersonal and strategic skills. We maintain that effective leaders have the ability to lead themselves (self skills) while they understand and communicate with others (collaborative skills) toward agreed upon goals (strategic skills) within a system (systemic skills).

Once capacity is built, these students apply their skills to projects which build social capital in their communities. Through their projects, the students enhance the quality of life within their communities while increasing their own developmental growth; including motives and values, moral development, self and self-concept, time management and critical thinking.
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This leadership experience will be delivered in an environment that is safe and supportive with a focus on interaction and engagement, all hallmarks of a quality youth program.

Objectives:
Students who participate in this program will demonstrate and practice the skills, knowledge and disposition of leaders by designing and engaging in projects intended to increase the social capital in their communities; thereby giving the members of the team the classification of being “social entrepreneurs”.

Specific Skills:

<table>
<thead>
<tr>
<th>Effective Communication</th>
<th>Recognize Leadership Styles</th>
<th>Facilitation</th>
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<tbody>
<tr>
<td>Conflict Resolution</td>
<td>Goal Setting</td>
<td>Action Planning</td>
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<tr>
<td>Time Management</td>
<td>Problem Solving</td>
<td>Sensory Acuity</td>
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Goals:
The goal of this program is to create a leadership experience for NJ youth of varied backgrounds that enhances leadership service, encourages education, and promotes career and professional development.

A note on Social Capital
Social capital refers to social networks and the associated norms of reciprocity. Dense social networks in a neighborhood can deter crime; even benefiting local people who don't themselves participate in the networks. Many robust correlations between vibrant social networks (increased social capital) and outcomes like better school performance, lower crime rates, better public health, reduced political corruption, improved market performance, and so on have been reported.
Developing Student Leadership Skills

Featured in the February, 2007 issue of the
NJEA REVIEW:

Woyach & Cox’s (1997) guiding principles are:

1. Help youth learn specific knowledge and skills related to leadership.*
2. Enable youth to understand the history, values and beliefs of their society.
3. Facilitate the development of individual strengths and leadership styles.
4. Facilitate the development of ethics, values and ethical reasoning.
5. Promote awareness, understanding, and tolerance of other people, cultures and societies.
6. Embody high expectations of, confidence in, and respect for the teens served.
7. Emphasize experiential learning and provide opportunities for genuine leadership.*
8. Involve young people in service to others, to their community, their country and their world.
9. Facilitate self-reflection and processing of learning both individually and cooperatively.
10. Involve youth in collaborative experiences, teamwork and networking with peers.*
11. Involve youth in significant relationships with mentors, positive role models, or other nurturing adults.*
12. Be developed around stated purposes and goals.

* Indicates Principles related to Kouzes & Posner’s Opportunities to Learn
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YOUTH LEADERSHIP FOR TOMORROW TODAY®
MODEL FOR LEADERSHIP

SELF SKILLS

SYSTEMIC SKILLS

COLLABORATIVE SKILLS

STRATEGIC SKILLS
Personal Leadership

Regardless of what, where, when and whom you lead...how much focus do you place on leading your self?

After all, a leader leads her or himself first as he or she motivates others toward important goals within a system; does he or she not?

Four Point Formula for Success:

1. **Know your outcome.**
   It is important to specify precisely what it is you want.

2. **Take action.**
   Unless you take that first step, and then the following ones, nothing will happen to help you towards your outcome, regardless of how well you know what you want.

3. **Have sensory acuity.** *
   If you have the awareness to see, hear, and feel what is or isn’t working, you can modify your behavior to steer you towards the desired outcome.

4. **Have behavioral flexibility.**
   If it isn’t working do something else.
   The person with the most behavioral flexibility has the most control.
RAPPORT

Positive rapport is the basis of all good relationships. Period. Now, the reality is, many of us leave this most fundamental requirement for positive relationship up to chance. We do our best with what we know.

The good news is that not only can you learn how to establish rapport with other students as well as adults, but also that rapport is testable in your experience! It is yours to practice with and begin to acquire this skill of master communicators.

To achieve rapport with an individual, you make yourself appear to be like them through becoming a mirror for their body postures. The term we use for this is pacing and leading. When you pace someone, you do what he or she does; you follow his or her lead. Then, after a couple of minutes, you lead them, if they follow, that’s your signal that they are in rapport with you. If they don’t you need to go back and pace them again for another minute or so and then test with a lead again.

Rapport is achieved both verbally and non-verbally. Our first exploration and demonstration will be non-verbal or body rapport.

Body Mirroring

Pacing/Leading

Test

Notes on demonstration:

People like people who are like themselves.
Thinking Styles in Leadership: Learning about ourselves and others - Step 1 in practicing tolerance

PERSONALITIES
List three faces that come to mind right now for each of these categories. Over the next week, confirm or rethink your initial identification.

DIRECTOR:
1. 
2. 
3. 

STABILIZER
1. 
2. 
3. 

INFLUENCER
1. 
2. 
3. 

PERFECTIONIST
1. 
2. 
3. 

PERSONALITY MATCHING

D D I S P

I D I S P

S D I S P

P D I S P
Well Formed Outcome

Imagine yourself with your goal already achieved and from there work backwards.

Stated in **positives**
What **specifically** do you want?

When, where, and with who do you want it?

Within your **control**
Is the outcome dependent on you?

**Testable** within your experience
How will you know when you have it?

What behavior will be different when you get it?

What will you 
  *see*
  *hear*
  *feel*
when you achieve your desired state?

**Ecological**
How will getting this change affect your life?

What does the present state do for you?
Where, when, or with whom does not having his outcome work for you?

What’s the outcome of getting this outcome?

“**Begin with the End in Mind**” - Stephan Covey

Successful leaders plan ahead and set goals (as do successful teams). These student leaders and student teams make a difference and look for ways to be a positive global citizen.
Leader as Facilitator

Effective teams have roles. The most consistent roles are facilitator, recorder, timekeeper and reporter. You only need a reporter if your group needs to report to someone else.

The people in these roles can change. Someone can be the facilitator for say, November, and then switch in December. Same for the recorder or the reporter.

Very simply put, facilitation is helping a group to accomplish its goals. In your project groups, the facilitator will be responsible for the process of keeping everyone on task and making sure everyone has a say.

When it is your turn to use your leadership to facilitate, remember to make sure that someone else is the recorder and timekeeper and still another will act as the reporter (if necessary). Most times an effective facilitator is more focused on process than content. That means your focus will be on making sure the group stays focused, that all voices are heard, that you ask questions of the speaker to make sure the group understands what he or she means, specifically. It also means you won’t always contribute to what the group is discussing.

Facilitator Competencies:

✓ keeps group members on task and on time
✓ distinguishes process from content and knows on which to focus
✓ assumes responsibility for the group journey
✓ evokes participation and creativity from all participants
✓ “asks” rather than “tells”
✓ alerts the group when shifting roles
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Teaming Protocols
Plan, Do, Review

<table>
<thead>
<tr>
<th>Plan for the Day/Week/Month/Project</th>
<th>Steps to Do</th>
<th>Review - How did I/We Do?</th>
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Worksheet for Project Planning Meeting

What do we want?

How will we know when we have it?

What is the current situation?

How does this idea contribute to increasing social capital in our community?

How many different stakeholder groups (ie- students, parents, business folks, senior citizens, pre-schoolers, etc.) will this project engage?

Action steps:
**Storyboarding**

The team’s recorder may write or draw within the boxes. This document can be recorded right into your team’s notes.

Another alternative is to post a large piece of paper on the wall and brainstorm the steps on there (just like Hollywood!)

Example 1:

<table>
<thead>
<tr>
<th>Current State</th>
<th>Step 1</th>
<th>Step 2</th>
<th>Step 3</th>
<th>Step 4</th>
<th>Step 5</th>
<th>Goal Outcome Desired State</th>
</tr>
</thead>
</table>

The number of steps from current to desired state is flexible. You may add or delete as need be.
<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>PARTICIPANTS</th>
<th>TIME FRAME</th>
<th>RESOURCES</th>
<th>NOTES</th>
<th>COMPLETE</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will be done?</td>
<td>By whom?</td>
<td>When?</td>
<td>What supports?</td>
<td>To keep in mind</td>
<td>✔️</td>
</tr>
</tbody>
</table>

Facilitator:  
Recorder:  

Sharon McCarthy •• ienvision@mac.com •• 732.899.1136 •• Student Handout  
Section 2 p.5
SETTING NORMS: Coming to foundational agreements about working together

A way to define the norms for working together is to begin with what you want from your teammates. Please jot down your desires and then you will compare them to those of your partner’s.

EXPECTATIONS WORKSHEET

My expectations for members of my team are:

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 

The expectation that is most important to me is:

Because:

Please consider that which you feel will impact on the success of the team - like working hard, being respectful, keeping things confidential.

Those expectations that team members feel strongly about will then be adopted by the team as a “Norm”. That is, a set of agreements that describe how members will behave. These norms will be very useful in helping the team monitor itself. They should be written down and referred to frequently.
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Project Evaluations
Project Suggestions
Completed Projects

Section #3
“How we spend our days is, of course, how we spend our lives.” – Anne Dillard

Previous Projects

1. Created, organized and conducted Freshman Orientation/Transition
2. Created, hosted, and prepared a luncheon, with gift bags, for sheltered women
3. Organized and conducted a “Community Day”, where the community was invited into the school and participated in school activities (Winner)
4. Organized a community garden
5. Initiated a chapter of Rachel’s Challenge, a national organization recognizing one of the victims of Columbine
6. Contributed time, talent and resources on a weekly basis to feed the hungry in the neighborhood
7. Planned and conducted a fund raiser for a local family, using local music talent.
8. Cooperated with a school out of their district to organize and conduct a simulated town meeting where both groups discussed issues regarding the influence of music and the media on social issues and their lives.
9. Hosted a “Senior” Ball. Senior citizens were invited, escorted and entertained.
10. Conducted a one day “Youth Leadership Institute” for middle school students. (Winner)
11. Conducted Saturday reading sessions for 3-7 year olds at the public library.
“How we spend our days is, of course, how we spend our lives.” – Anne Dillard

Previous Projects

12. Going Green initiative - working to raise awareness to create homes and schools that are more eco-friendly.
13. Message of the Music - went to elementary schools, middle school and invited in community members to bring awareness of the not so subtle messages contained in contemporary music and their effect on issues of respect.
14. Develop a School Wide Field Day in the beginning of the school year to bring the school community together and develop trust among the different grade levels.
15. Earth Has Sole - collected shoes year round for Nike’s recycling project. In addition, created a recycling/anti-bullying program for K-5.
16. Oral History Project - captured senior citizens’ personal narratives on relevant historical events, created a video with lesson plans to share with others in the state. (*Winner*)
17. Anti-Bullying role play - Created and brought to other schools a role play skit that emphasized positive anti-bullying skills.