
Corporation for National Service

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Created in 1993, the Corporation for National Service oversees three national service initiatives - AmeriCorps, which includes AmeriCorps*VISTA, AmeriCorps*National Civilian Community Corps, and hundreds of local and national nonprofits; Learn and Serve America, which provides models and assistance to help teachers integrate service and learning from kindergarten through college; and the National Senior Service Corps, which includes the Foster Grandparent Program, the Senior Companion Program, and the Retired and Senior Volunteer Program (RSVP).

National Service Fellows

The National Service Fellows program, launched by the Corporation for National Service in September 1997, involves a team of individual researchers who develop and promote models of quality service responsive to the needs of communities. The goal of the program is to strengthen national service through continuous learning, new models, strong networks, and professional growth.

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NATIONAL SERVICE FELLOWSHIP PROGRAM

MISSION

To improve the quality of service through the talents of a diverse, self-managed team that will learn with the Corporation for National Service and will contribute to the future of national service.

VISION

By 2003, the National Service Fellowship program will be seen as a high quality program that has strengthened national service through continuous learning, new models, stronger networks, and professional growth.

National Service Fellowship Program 1997-1998 Class Vision

The inaugural class of National Service Fellows will be a diverse, but unified, team of individual researchers stimulating proactive leadership to promote quality models of service responsive to the needs of communities.

About The Author

Samuel Harrison Hill

Working in partnership with the Corporation for National Service as a National Service Fellow Mr. Hill has focused his efforts on youth leadership, program development, experiential learning, community partnerships, and promoting community involvement. Samuel's commitment to community service has allowed him to have many opportunities to experience various positions addressing community needs. Mr. Hill's dedication to serving his local community and country was never more apparent as when he joined the United States Coast Guard. In 1993 Samuel was the Project Director for the Denver Urban Conservation Corps developing opportunities for inner city youth to experience outdoor activities. In 1994 Mr. Hill assumed the position of Team Leader for the AmeriCorps*National Civilian Community Corps where he led a team of 12 young Americans addressing national community needs. Mr. Hill also was a Points of Light Foundation Youth Engaged in Service Ambassador to the state of Colorado for two years promoting youth voice.

While developing opportunities for others to get involved, Samuel has not forgotten to get involved himself. During high school Mr. Hill coached a 5th & 6th grade Lacrosse team for the South Suburban Parks and Recreation Department. After graduation from Arapahoe High School (1989) Mr. Hill has volunteered as a Varsity Lacrosse coach at local High Schools.

In addition to his Fellowship duties promoting and developing pro- active citizens in Colorado, Samuel has had the opportunity to present leadership trainings and developing community building initiatives.

Samuel is currently exploring educational experiences in education and public relations to further his development as a community leader and to add to his personal development.

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LEADERSHIP

Passport for Success

Introduction

Leading a New Generation

*I have all this information, and all this knowledge,
but I still can't imagine what to do with it.*

We are entering a new and exciting era of change in America. The call to action during the citizen Service summit was an inspiring message to generate a new enthusiasm for leadership. To stand up and call out our own message we must take action and create a generation of pro-active community leaders. We need to take the tools available to us and share community leadership with our inner city young leaders. To make this happen, we must become experts at transferring the leadership skills and knowledge, attitudes, and values so essential to community leadership. We need to do so with greater speed than ever before. Developing young leaders in a short time frame will be what separates the successful community from the unsuccessful community.

To meet this challenge, each person must become a community leader and support the learning of others in the community. We must have a guiding vision to create an effective community movement to provide inner city young leaders a venue to ignite the passion of community leadership in all aspects of their lives. To have effective community leadership we must let leaders learn from leading.

To meet this challenge 200 inner city young leaders challenged themselves to develop leadership skills necessary to address the needs of their communities. They will become the future leaders of America empowering all young leaders to become vehicles of change in their community.

To develop these skills each young leader participated in a 2 week long pro-active leadership training seminar. During that period each young leader completed 43 hours of leadership development addressing foundations of leadership. As each young leader completes the seminar there are still many questions to be answered.

You are one of 200 young leaders who has just finished the last class in a terrific leadership seminar. You've made more progress than you ever imagined you could in community leadership, servant leadership, moral and ethical dimension of leadership, leading individuals and groups, experiential learning, community collaboration, and empowering leadership. You stand in a room filled with your fellow leaders, and all of you seem to be growing at the same time. The group gathers for one last insight before the group begins a new chapter of hope. Looking around, you wonder how you're going to recreate all this energy, passion and enthusiasm in your journeys. Will your leadership skills continue to evolve without this support network and without feedback from others? Will you be able to read your leadership hunches? As the future leaders dive through the door, you can not help feeling afraid and a little curious about whether you'll continue to make progress once you are on your own.

If there ever was a need for creating youth leadership opportunities, it is now, before we lose a generation of young people, and our communities are bare of their imagination, leadership, passion, innovation and dreams. If our young people are to be successful leaders and pro-active citizens we must build the foundation for them to develop and practice their leadership skills.

INFORMATION IS POWERLESS WITHOUT IMAGINATION

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Summary

Project Description

Description

The end of court ordered busing in Denver, will leave Denver public schools with a 90% minority enrollment and D.P.S. is grappling with losing many of its high performance students. To meet this challenge I propose creating a core group of 200 inner city young leaders who will learn and develop leadership skills necessary to address the needs of their communities (gangs, single parent families, poverty, lack of role models, education, and safe opportunities). They will become community leadership trainers making empowering young leaders a goal of all Denver communities as a vehicle to meet the needs of their community.

The young leaders will participate in one of eight 2 week long pro active community leadership trainings. There will be 7 modules the 25 young leaders will attend addressing the foundations of leadership. Each young leader will complete 43 hours of leadership training.

Objectives

- critically evaluate contemporary and historical leadership concepts and theories.
- apply critical/creative thinking skills to the study and practice of leadership.
- describe the fundamental concepts of leadership competencies.
- describe the efforts of contextual variables on the practice of leadership in a variety of settings.
- describe the fundamental concepts that enable one to understand and lead individuals and groups.
- communicate effectively, orally and in writing.
- provide an awareness of community and foster community volunteerism.
- design and develop materials ready to replicate leadership activities.
- create sustainable community service activities.

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Leader

The Invisible Leader

In the background s/he leads to eventual good. The invisible leader is silent yet strong, unnoticed yet continuing towards the cause that leads him/her and not the fame. Be it by him/herself or with others, s/he never works alone... his/her cause is shared by many. S/He leads but never asks for a penny, just the victory without the glory. S/he leads by example and shows us how it is done again and again, even if s/he is the only one.



Characteristics of an Effective Leader

Individual Initiative

Leaders will inspire initiative, provide ideas, and strive for success.

Direction

Leaders are better than most at pointing the direction. The leader knows what the goal is and can articulate it for those who are unsure.

Good Listening and Understanding

A leader must listen to followers and understand their perspective in order to maintain

his/her sense of direction.

Language and imagination

Good leaders help followers articulate their own experiences and facilitate dialogue for those who don't have the language or imagination to do so. Effective leadership requires creativity and imagination.

Acceptance and Empathy

The leader empathizes, accepting each person and the ideas of all.

Knowing the Unknown

Effective leaders know some of the unknown and see some of the unforeseeable. The

leader bridges the information gap with intuition. This requires experience and creativity.

Foresight

A leader operates at two levels of consciousness: one in the day to day real world and one that sees today in a context of a long sweep of history that projects into the distant future.

Awareness and Perception

Self-awareness. An effective leader is capable of stepping back to see themselves in context. This allows the leader to understand their responsibilities and to withdraw from a situation to reorient her/himself. In so doing the leader distinguishes between the important and the urgent.

Power and Authority

How does the leader use power? To coerce followers is to dominate and manipulate.

To do so diminishes autonomy. To persuade and to lead by example is to use power to

create opportunity and alternatives so that individuals may build autonomy.

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Action

Seven Essential for Decision and Action

- A** clear understanding of the results to be achieved.
- A** clear understanding of the impact of success, and the consequences of failure.
- A** clear understanding of the current situation.
- A** clear understanding of all the factors to reach the objective.
- A** clear understanding of the practical options for reaching the objective.
- A** clearly described course of action which will fully achieve the objective.
- A** detailed plan to implement the selected course of action.

Participant Action Steps

Participants will:

1. Acquire Knowledge about

- yourself.
- your community.
- current trends and events.
- local community leaders.
- checks and balances in communities.
- upcoming election issues.

2. Create an environment of accountability

- conduct a survey of the community needs.
- discuss the strengths of your community.
- publicize decisions of your community.

3. Form a network

- learn the role communication.
- build network of other youth leaders.
- make yourself accessible to others.
- create relationships with the business community.

4. Share vision

- develop a personal vision
- create a youth leadership council
- organize local youth summits
- talk to anyone who will listen

5. Empower others through teaching

- educate the public about community issues.
- organize seminars and workshops to bring youth together.
- incorporate leadership curriculum in schools.

6. Encourage through reflection

- consider many perspectives.
- strive for thoughtful action.

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Development Plan



Individual Leadership Development Plan

Description

The individual leadership development plan is developed through an interview process, that is designed to provide the facilitator the opportunity to build a relationship with the participant and develop a uniquely focused approach to meeting the leadership needs of the individual. Individual Development Plan should include objectives in: Improving Participant Knowledge; Improving Communication Skills; Increasing Knowledge and Use of Community Resources; and Improving Individual Skills.

Individual Leadership Development Plan

Name: _____ Date: _____

Goals:

Short Range (1-2 Years):

Long Range (3-5 Years):

Plan for Achieving Goals:

Self-Development Activities Underway:



Self-Development Activities Planned:

Developmental Activities Needed for Leadership Achievement:

Plan for Achieving Objective:

Who Are You:

Activities:

Heroes:

Dreams:

Challenges:

Target Completion Date: _____

Mentor: _____

Support Team Member: _____

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Syllabus

Leading a New Generation

Syllabus for Individual Leadership Development

Description

Leadership Development: Passport for Success provides young leaders and communities with the tools and resources for developing pro-active citizens. Integrated activities and instructional modules will focus on the individual and their needs and desire to become a leader. Participants gain knowledge and skills needed to improve collaboration and teamwork; design youth-centered, personal development-driven curriculum; integrate technology; and dissolve youth-adult community boundaries. Effective instruction practices and high levels of interaction and engagement are hallmarks of the seminar experience.

Timeline

The seminar begins on Monday and concludes on Friday. Instructor is available 8:00am to 8:00pm. Daily sessions Monday through Friday meet when young leaders provide a schedule to instructor. Total module instructional time 43 hours.

1. Complete seminar reading activities.
2. Complete a post-seminar assignment provided by the instructor that requires application of knowledge gained in the seminar. After developing their integrated module, participants report the effects of leadership development and community integration on learning and teaching.

Activities

Seminar activities include the following topics:

- individual curriculum design.
- selecting a focus.
- identifying community connections.
- meeting established goals/standards for young leaders learning.
- designing learning activities and assessments.

Instructional Delivery

- understanding multiple intelligences.
- teaching higher order thinking skills.
- using criteria for authentic learning.
- organizing for block-time instruction.
- planning for team teaching.
- connecting school and community.
- integrating technology.

Leadership Modules

- Community Leadership History and Theory.
- Servant Leadership.
- Moral and Ethical Leadership.
- Leading Individuals and Groups.
- Experiential Learning.
- Community Collaboration.
- Empowering Leadership.

Student Assessment

- developing assessment tasks, criteria, and rubrics.
- using peer and self assessment.
- designing interdisciplinary assessments.
- using portfolios, performances, and exhibitions.
- collaboration/team building.
- understanding team roles/processes.
- using common planning time effectively.
- understanding thinking styles.
- matching teaching styles with learning styles.
- evaluating teamwork and program effectiveness.
- involving the community.

Module Outline

1. Introduction, syllabus, portfolios, and background of prior learning.
2. Review terminology, grouping transferable skills, identifying outcomes achieved in prior learning, and identifying desired outcomes.
3. Small groups , experience resume, personal descriptions, ILDP learning autobiography.
4. Whole class and small groups discuss ILDP, refining.
5. Student presentations, How to use the process in the future.
6. Life-Long Learning Plan portfolio development.

At the conclusion of the seminar , participants have begun to develop an integrated life-long learning plan that will be refined during the coming years. The plan will be based on the individual and will include personal, academic, and community goals.

Through a final exhibition and their individual leadership development plan, participants will demonstrate understanding of (1) the concepts and processes of leadership integration; (2) new strategies to increase young leaders engagement and achievement; (3) more authentic, youth-centered learning and assessment activities; (4) ways to build community involvement in learning; (5) the benefits of collaboration; (6) the concept of individual leadership styles; (7) an increased awareness of the practice of leadership; (8) the responsibilities that come with leadership; (9) the purpose of leadership; (10) strengths as a leader; (11) to evolve as a leader; (12) the role National Service organizations play in community leadership; (13) know how to effectively communicate leadership; (14) how to develop a community partnership; and (15) have skills needed to provide leadership trainings.

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Key Elements



Key elements

Staff

Staff should mirror the ethnic and gender diversity of the young leader. Staff should represent, through their life experience, a commitment to leadership in some area. Active, confident leaders whose character and skills exemplify the ideals of the program should conduct the program. This is the key ingredient in community building.

Setting

The setting should represent a contrast from the everyday world in which young people live.

Vision

Young people must see themselves as important contributors to community development in contrast to how youth are seen today.

Empowerment

Young people must begin to perceive themselves as powerful. This is accomplished through participation in acts of leadership, citizenship, and community service. When young people realize that they can have constructive an impact upon their community and other people, it becomes possible for them to feel empowered. It is, after all, powerlessness, not power, which corrupts.



Action

Young people have not learned leadership until they have carried significant responsibility on their own. Once they are viewed as being able to lead and know that they are capable, they must enter the arena of leadership by initiating a project or by providing direction to a group.

Reflection

An act of leadership, once taken, should be judiciously processed or reflected upon. Learning is thinking about experience. "Consolidation of learning through intentional reflective activity is essential if understandings and competencies are to be transferred to other settings. As John Dewey, one of America's foremost educational philosophers, emphasized. "

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Leadership Modules

Community Leadership Theory and Practice

Description

Examine the multi-faceted concept of leadership. Attention will focus on the knowledge base of leadership theories and concepts, and will explore how these findings will contribute to personal leadership development. Leadership will be conducted within the context of the traditional as well as emergent paradigms. Emphasis will be placed on the knowledge, attitudes and skills that enable a leader to work effectively with diverse groups, to draw from individuals and community the best they have. It will help students determine from research, theory and practice, strategies to assist in developing approaches to promote community change.

Objectives

Young Leaders will be able to:

- discuss the development of leadership within a community.
- analyze leadership concepts.
- discuss the meaning of leadership and how it differs from manipulation.
- assess the relationship between leadership and the development of effective communities.
- demonstrate a clear understanding of instructional, and charismatic leadership.
- discuss the concept of power and the implications for leadership roles.
- differentiate between team and individual approaches to leadership.

Servant Leadership

Description

A discussion of the nature, styles, and skills of servant leadership, utilizing historic and contemporary models and emphasizing moral roots of responsible leadership. Young leaders will participate in a field experience in the Denver community, combined with reflection and discussion in small groups on issues of servant leadership.

Objectives

Young Leaders will be able to:

- identify leadership styles and theories that are prevalent in the 1990's.
- compare and contrast servant leadership with more traditional leadership styles and power acquisition.
- identify skills necessary for effective leadership.
- become knowledgeable of the purpose, goals, and methods/technologies of community groups.
- clarify, through reflective discussion with peers and faculty, his/her own motives for and understanding of "service" through proactive community participation.
- identify for himself/herself compatible avenues of service.
- become aware of those issues and social conditions that make leadership an urgent need.
- be able to describe the value of possessing a variety of leadership styles and skills.

Moral And Ethical Leadership

Description

Strategies to understand consistency or conflict in determining what is right and good, and to think critically regarding conduct and moral decision-making in contemporary society.

Objectives

Young Leaders will be able to:

- identify basic ethical theories.
- think more clearly about moral issues.
- describe and explain their reasoning process.
- facilitate and participate in discussions about ethical issues.
- express their opinions clearly to others.

Leading Individuals and Groups

Description

Individuals achieve insights about their impact on the people with whom they work and learn how to significantly improve their leadership, teamwork, and interpersonal effectiveness.

Objectives

Young Leaders will be able to:

- analyze the leadership styles shown by members of their community.
- plan changes to enhance their leadership effectiveness and productivity.
- analyze own motivations for leadership.
- analyze interactions with each member of the group.
- develop individual leadership profile.
- receive feedback from fellow leaders.
- analyze leadership effectiveness and the teamwork and productivity of their group.

Experiential Learning

Description

Designed to provide young leaders the opportunity to explore the concept of empowering leadership and to improve their leadership skills.

Objectives

Young Leaders will be able to:

- identify the factors contributing to the emergence, maintenance, deterioration, and transformation of various styles of leadership.
- describe the strengths, limitations, and contingencies for individual styles of leadership.
- identify the skills for exercising effective leadership.
- know the concept and themes of empowering leadership.

Community Collaboration

Description

Young leaders will determine the feasibility of developing community partnerships, and explore their community to discover community collaboration activities. Young leaders will examine their lifetime experiences, develop and outline community activities and their level of involvement.

Objectives

Young Leader will be able to:

- identify community collaborations.
- develop knowledge of community resources for youth.
- identify community needs.
- develop community partnership.
- provide leadership in community events.

Empowering Leadership

Description

Designed to provide young leaders the opportunity to explore the concept of leadership and to improve their leadership skills.

Objectives

Young leaders will be able to:

- identify the factors contributing to the emergence, maintenance, deterioration, and transformation of leadership styles.
- describe the strengths, limitations, and contingencies for individual leadership style.
- identify the skills for exercising effective leadership.
- know the prominent concepts of empowering leadership.
- understand multiple learning styles.
- understand authentic learning.

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