***Leadership***

A curriculum development project developed and produced by

the MBA Researchand Curriculum Center™

for High School of Business™

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**Color-Coded Pages**

The *Leadership* course guide binder provided by High School of Business™ contains several color-coded components. Those components include:

Sequence of Instruction Brown

Project Information Blue

**Course Narrative**

Section 1

**Introduction to *Leadership***

Exceptional leadership skills are highly coveted at any age and in any walk of life. Whereas formal leadership training used to be reserved for select people, researchers have concluded that intentionally developing these skills is beneficial to all people, regardless of title, status, or position. Cultivating strong leadership skills has spawned an entire industry of books, videos, seminars, courses at the secondary level, and even prominent leadership colleges and institutes. Moreover, the plethora of information available serves a wide range of age and skill levels, including resources specifically developed for very young children. There is increasing validity in honing and incorporating leadership skills into everyday life.

In the business world, leadership skills are imperative in domestic and international businesses, organizations, offices, and agencies of all types and sizes—both for-profit and not-for-profit. Understanding and using leadership skills, however, transcends the world of work. Before a person graduates from high school, leadership skills are valued at school, at home, and in the community.

Prior to identifying and extracting any specific “leadership skills,” it seems logical to define the word leadership. Unfortunately, this task is somewhat problematic. The consensus for defining leadership is this: There is no one, correct definition. To complicate matters further, it seems there is no agreement as to whether leadership is a theory or a concept; what constitutes a leader; or whether leaders are born or made. When it comes to answering the age-old “born or made” question, the notion prevails that some aspects of leadership (such as drive or motivation) may be genetic or intrinsic, but the basic *skills* (such as adaptability or decision making) can be learned if well taught and reinforced. Categorically, leadership requires knowledge and implementation of:

* Emotional intelligence
* Communication skills
* Professional development

Since this curriculum guide was developed for adolescents in their early- to mid-teens, the emphasis is on developing leadership skills that are currently applicable in their lives, while reiterating the importance of these skills across time and place. Therefore, for curricular purposes, MBA Research defines leadership as the awareness and betterment of self and others while proactively meeting challenges and affecting positive change.

Leadership development stresses the importance of both personal and interpersonal skills, allowing students to demonstrate these skills individually and as part of a team. Some of the leadership skills needed for success include, but are not limited to, effective communication, developing project plans, demonstrating problem-solving skills, leading change, and resolving conflict. Although presented linearly, the nature of the course promotes continuous practice and emulation of each identified leadership trait.

**Goals**

The broad goals of the *Leadership* course are to accomplish the following:

* Stimulate student interest in leadership
* Foster a realistic understanding of leadership skills
* Encourage critical thinking, innovation, creative thought, problem solving, and decision-making
* Foster continued growth in and use of leadership skills at school, at home, and in the community
* Enable students to develop personal and interpersonal skills
* Assist students with enhancing their teamwork skills
* Stimulate reflection on processes, performance, and outcomes
* Reinforce academic skills in such areas as communication, reading, and writing

**Program of Study: High School of Business™**

In 2015, 13.4% of incoming freshmen at four-year colleges or universities chose to major in business. That figure does not consider students who chose a business major at two-year colleges. (Source: The American Freshman: National Norms Fall 2015, University of California at Los Angeles Higher Education Research Institute, [UCLA, 2015]).

Unfortunately, only a small percent of students has prepared for college business administration programs through high school business education and marketing education programs. This offers us an opportunity to prepare students to excel in college business programs.

The purpose of the High School of Business™ is to offer college-prep students the opportunity to excel in a near college-level business administration program while still in high school. It offers challenging, rigorous courses through a program that provides both breadth and depth of business knowledge and bridges the gap between academic learning and how it is used to solve complex business problems.

The High School of Business™ experience consists of a series of six required business administration courses, two optional courses, and an observational internship. The first optional course is *Leadership.*

**Credit**

0.5 unit

**Suggested Grade Level**

9

**Prerequisites**

There are no prerequisites for enrollment in *Leadership.*

**Student Characteristics**

Students inthe course represent a cross section of the student body in terms of gender, race, ethnicity, handicap, and academically ability. Students are 14- to 15-years old, and have an interest in leadership and pursuing business as a college major.

**Student Organization**

A student career and technical organization should be an option for students enrolled in the *Leadership* course. Members of a student organization should develop respect for education that contributes to competence in the application of leadership skills. In addition, membership should promote leadership development and an understanding of the responsibilities of citizens in their communities.

**Course Description & Learning Outcomes**

Section 2

**Course Description**

This project-based leadership course develops student understanding and skills in such areas as communication skills, emotional intelligence, operations, and professional development. Students acquire an understanding and appreciation of the need for leadership skills. The capstone activity of the course is the implementation of a service-learning project. Throughout the course, students are presented problem-solving situations for which they must apply academic and critical-thinking skills. Formal reflection is an on-going component of the course.

**Instructional Area: Communication Skills (CO)**

**Performance Element:** Apply active listening skills to demonstrate understanding of what is being said.

**Performance Indicator: CO:119 Follow oral directions (PQ) LAP-QS-024**

**Objectives:**

a. Explain the importance of following directions.  
b. Discuss sources that provide directions.  
c. Distinguish between oral and written directions.  
d. Describe procedures for following directions.  
e. Demonstrate procedures for following directions.

**Performance Indicator: CO:017 Demonstrate active listening skills (PQ) LAP-QS-001[[1]](#footnote-1)**

**Objectives:**

a. Distinguish between active and passive listening.  
b. List reasons that you choose to listen to others.  
c. Identify rewards associated with listening to others.  
d. Describe the importance of listening to others.  
e. Discuss barriers to effective listening.  
f. Explain the elements of effective listening.  
g. Discuss guidelines for effective listening.  
h. Practice active listening.

**Instructional Area: Communication Skills (CO)** (cont’d)

**Performance Element:** Apply verbal skills to obtain and convey information.

**Performance Indicator: CO:083 Give verbal directions (PQ)**

**Objectives:**

a. Identify errors people frequently make when giving verbal directions.  
b. Discuss occasions when verbal directions should be provided.  
c. Identify directional terms related to location, direction, and distance that can be used when giving verbal directions.  
d. Describe techniques that can be used to clarify directions.  
e. Demonstrate procedures for giving verbal directions.

**Performance Indicator: CO:061 Defend ideas objectively (CS)**

**Objectives:**

a. Discuss the need to provide evidence to support a position.  
b. Explain how ideas are formed.  
c. Describe stages of an idea evaluation process.  
d. Explain what causes people to accept new ideas.  
e. Identify reasons that barriers that are established to keep from accepting new ideas.  
f. Demonstrate procedures for defending ideas objectively.

**Performance Indicator: CO:053 Participate in group discussions (CS) LAP-QS-029**

**Objectives:**

a. Explain why it is important to participate in group discussions.  
b. Identify effective group discussion techniques.  
c. Discuss the results of inappropriate group discussions.  
d. Explain ways to improve participation in group discussions.  
e. Demonstrate procedures for participating in group discussions.

**Performance Indicator: CO:025 Make oral presentations (SP) LAP-CO-025**

**Objectives:**

a. Identify occasions when oral presentations are required.  
b. Explain the importance of communication skills in oral presentations.  
c. Describe characteristics of effective oral presentations.  
d. Discuss the role of visual support in making oral presentations.  
e. Demonstrate procedures for making oral presentations.

**Instructional Area: Emotional Intelligence (EI)**

**Performance Element:** Foster self-understanding to recognize the impact of personal feelings on others.

**Performance Indicator: EI:001 Describe the nature of emotional intelligence (PQ) LAP-EI-001**

**Objectives:**

a. Define the term emotional intelligence.  
b Identify components of emotional intelligence.  
c. Discuss advantages/benefits associated with possessing emotional intelligence.  
d. Describe the relationship between emotional intelligence and leadership.  
e. Explain the skills associated with emotional intelligence.

**Performance Indicator: EI:002 Assess personal strengths and weaknesses (PQ) LAP-EI-017**

**Objectives:**

a. Explain the importance of recognizing personal strengths and weaknesses.  
b. Discuss ways to identify personal strengths and weaknesses.  
c. Demonstrate procedures for assessing personal strengths and weaknesses.

**Performance Element:** Apply ethics to demonstrate trustworthiness.

**Performance Indicator: EI:004 Demonstrate ethical work habits (PQ) LAP-EI-004**

**Objectives:**

a. Define the following terms: ethics, personal code of ethics.  
b. Identify examples of unethical behavior.  
c. Cite reasons for unethical behavior.  
d. Describe ways that unethical people harm themselves.  
e. Explain ways that others are harmed by unethical behavior.  
f. Describe ways to demonstrate a basic work ethic.  
g. Demonstrate procedures for exhibiting work ethics.

**Instructional Area: Emotional Intelligence (EI)** (cont’d)

**Performance Element:** Exhibit techniques to manage emotional reactions to people and situations.

**Performance Indicator: EI:003 Explain the use of feedback for personal growth (PQ) LAP-EI-015**

**Objectives:**

a. Define the terms feedback, positive feedback, negative feedback, constructive criticism, destructive criticism, and defensiveness.  
b. Describe the value of feedback to individuals.  
c. Identify sources of feedback.  
d. Distinguish between positive and negative feedback.  
e. Explain the purpose of criticism.  
f. Describe types of negative feedback.  
g. Describe guidelines for responding to criticism in a constructive manner.

**Performance Element:** Identify with others' feelings, needs, and concerns to enhance interpersonal relations.

**Performance Indicator: EI:030 Show empathy for others (PQ) LAP-EI-030**

**Objectives:**

a. Define the following terms: empathy and sympathy.  
b. Distinguish between empathy and sympathy.  
c. Explain how empathy is developed.  
d. Describe benefits of showing empathy.  
e. Demonstrate ways to show empathy.

**Performance Indicator: EI:033 Exhibit cultural sensitivity (CS) LAP-EI-011[[2]](#footnote-2)**

**Objectives:**

a. Explain why people need to value diversity.  
b. Discuss ways to exhibit diversity valuing.  
c. Explain how a person's frame of reference influences her/his behavior and attitudes.  
d. Describe causes of cultural insensitivity.  
e. Discuss issues associated with cultural sensitivity (e.g., etiquette, protocol, communication styles, negotiation approaches, etc.).  
f. Explain how cultural sensitivity can be acquired.  
g. Demonstrate how to exhibit cultural sensitivity.

**Instructional Area: Emotional Intelligence (EI)** (cont’d)

**Performance Element:** Use communication skills to foster open, honest communications.

**Performance Indicator: EI:007 Explain the nature of effective communications (PQ)**  **LAP-EI-140**

**Objectives:**

a. Explain the importance of effective communication.  
b. Identify important types of communication.  
c. Identify characteristics of effective communication.  
d. Identify barriers to effective communication.  
e. Describe techniques for overcoming barriers to effective communication.

**Performance Element:** Use communication skills to influence others.

**Performance Indicator: EI:012 Persuade others (SP) LAP-EI-121**

**Objectives:**

a. Explain the importance of being able to persuade others.  
b. Describe occasions for persuading others.  
c. Identify factors that determine a person's credibility with others.  
d. Explain techniques for persuading others.  
e. Demonstrate procedures for persuading others.

**Performance Indicator: EI:062 Demonstrate negotiation skills (SP) LAP-EI-008[[3]](#footnote-3)**

**Objectives:**

a. Define the term negotiation.  
b. Explain the importance of using negotiation skills.  
c. Identify situations in which negotiation skills are needed.  
d. Describe negotiation techniques.  
e. Use negotiation skills.

**Instructional Area: Emotional Intelligence (EI)** (cont’d)

**Performance Element:** Manage stressful situations to minimize potential negative impact.

**Performance Indicator: EI:008 Use appropriate assertiveness (PQ) LAP-EI-018**

**Objectives:**

a. Define the following terms: assertiveness, passiveness, aggressiveness.  
b. Describe assertive behavior.  
c. Explain the importance of assertive behavior.  
d. Compare passive and aggressive behavior.  
e. Describe barriers to assertive behavior.  
f. Explain beliefs that contribute to assertive behavior.  
g. Describe ways to show verbal assertiveness.  
h. Explain ways to show nonverbal assertiveness.  
i. Demonstrate appropriate assertiveness.

**Performance Indicator: EI:015 Use conflict-resolution skills (CS) LAP-EI-007**

**Objectives:**

a. Define the terms conflict and conflict resolution.  
b. Describe constructive ways that conflict can affect people.  
c. Explain destructive effects of conflict on people.  
d. Describe conflict's stages of development.  
e. Explain types of conflict.  
f. Explain the causes of conflict.  
g. Describe steps for conflict resolution.  
h. Demonstrate procedures for using conflict-resolution skills.

**Performance Element:** Implement teamwork techniques to accomplish goals.

**Performance Indicator: EI:045 Participate as a team member (CS) LAP-EI-045**

**Objectives:**

a. Define the terms: teamwork, team, committee, standing committee, short-term committee, quality circles, project teams, and work teams.  
b. Distinguish between teams and groups.  
c. Identify types of teams used by businesses.  
d. Explain the importance of teams.  
e. Describe what it means to be a team member.  
f. Explain guidelines for being a good team member.  
g. Demonstrate guidelines for being a good team member.

**Instructional Area: Emotional Intelligence (EI)** (cont’d)

**Performance Element:** Implement teamwork techniques to accomplish goals.

**Performance Indicator: EI:011 Use consensus-building skills (SP) LAP-EI-019**

**Objectives:**

a. Define the terms consensus and consensus-building.  
b. Discuss the importance of consensus-building skills.  
c. Explain occasions when consensus is needed.  
d. Describe process for building consensus.  
e. Demonstrate consensus-building skills.

**Performance Element:** Employ leadership skills to achieve workplace objectives.

**Performance Indicator: EI:009 Explain the concept of leadership (CS) LAP-EI-016**

**Objectives:**

a. Define the term leader.  
b. Discuss the importance of leadership.  
c. Describe the need for leadership.  
d. Explain who can be a leader.  
e. Cite occasions when leadership can be used.  
f. Describe characteristics associated with leadership.

**Performance Indicator: EI:074 Discuss the nature of leadership theories (SP)**

**Objectives:**

a. Describe the “Great Man” theory of leadership.

b. Identify assumptions associated with the “Great Man” theory of leadership.

c. Discuss the “Trait” theory of leadership.

d. Identify assumptions associated with the “Trait” theory of leadership.

e. Discuss traits and skills associated with leadership according to the “Trait” theory of leadership.

f. Explain the “Behavioral” theory of leadership.

g. Identify assumptions associated with the “Behavioral” theory of leadership.

h. Compare the role theory and managerial forms of “Behavioral” leadership theories.

i. Discuss the “Participative Leadership” theory of leadership.

j. Identify assumptions associated with “Participative Leadership.”

k. Explain the “Situational” theories of leadership.

l. Describe the “Contingency” theory of leadership.

m. Identify assumptions associated with the “Contingency” theory of leadership.

n. Discuss the “Transactional” theory of leadership.

o. Identify assumptions associated with “Transactional” leadership.

p. Describe the “Transformational” theory of leadership.

q. Identify assumptions associated with the “Transformational” theory of leadership.

**Instructional Area: Emotional Intelligence (EI)** (cont’d)

**Performance Element:** Employ leadership skills to achieve workplace objectives.

**Performance Indicator: EI:063 Determine personal vision (CS)**  **LAP-EI-063**

**Objectives:**

a. Define the term personal vision.  
b. Distinguish between a vision and a goal.  
c. Explain the purpose of determining a personal vision.  
d. Identify criteria used for determining a vision.  
e. Describe techniques that can be used to determine a vision.  
f. Demonstrate procedures for determining a vision.

**Performance Indicator: EI:006 Demonstrate adaptability (CS) LAP-EI-023**

**Objectives:**

a. Distinguish between adaptability and flexibility.  
b. Describe the importance of adaptability.  
c. Cite occasions when adaptability is crucial.  
d. Discuss potential results if adaptability is not demonstrated.  
e. Demonstrate adaptability.

**Performance Indicator: EI:027 Develop an achievement orientation (CS) LAP-EI-010[[4]](#footnote-4)**

**Objectives:**

a. Describe standards of excellence involved in an achievement orientation (e.g., competitiveness, improvement, results, trying something new).  
b. Discuss behaviors associated with achievement orientation.  
c. Explain the relationship between leadership and achievement orientation.  
d. Discuss possible results of high achievement orientation.  
e. Demonstrate procedures for developing an achievement orientation.

**Performance Indicator: EI:005 Lead change (CS) LAP-EI-022**

**Objectives:**

a. Discuss the importance of leading change.  
b. Identify reasons for leading change.  
c. Explain why someone would be reluctant to lead change.  
d. Describe strategies to facilitate leading change.  
e. Cite ways to encourage others to follow your lead.  
f. Demonstrate procedures for leading change.

**Instructional Area: Emotional Intelligence (EI)** (cont’d)

**Performance Element:** Employ leadership skills to achieve workplace objectives.

**Performance Indicator: EI:060 Enlist others in working toward a shared vision (CS) LAP-EI-060**

**Objectives:**

a. Define the term, shared vision.  
b. Distinguish between a shared vision and a shared goal.  
c. Explain how having a shared vision affects an organization.  
d. Describe behaviors that are associated with working toward a shared vision.  
e. Discuss techniques that can be used to enlist others in working towards a shared vision.  
f. Demonstrate procedures for enlisting others in working towards a shared vision.

**Performance Indicator: EI:041 Coach others (CS) LAP-EI-024[[5]](#footnote-5)**

**Objectives:**

a. Identify reasons to coach others.  
b. Describe characteristics of an effective coach.  
c. Explain behaviors that effective coaches should exhibit.  
d. Discuss a coaching process.  
e. Demonstrate procedures for coaching others.

**Performance Indicator: EI:014 Recognize/Reward others for their efforts and contributions (SP)   
LAP-EI-141**

**Objectives:**

a. Explain the importance of recognizing or rewarding others for their efforts or contributions.  
b. Distinguish between recognition and rewards.  
c. Describe techniques for recognizing or rewarding others.  
d. Demonstrate contribution recognition.

**Instructional Area: Operations (OP)**

**Performance Element:** Utilize project-management skills to improve workflow and minimize costs.

**Performance Indicator: OP:519 Plan project (CS) LAP-OP-519[[6]](#footnote-6)**

**Objectives:**

a. Explain the importance of planning projects.  
b. Identify factors that impact project planning.  
c. Describe project-planning tools.  
d. Explain procedures for developing a project plan.  
e. Demonstrate how to develop a project plan.

**Performance Indicator: OP:520 Monitor projects and take corrective actions (CS) LAP-OP-520[[7]](#footnote-7)**

**Objectives:**

a. Explain the importance of monitoring projects and taking corrective actions when necessary.  
b. Identify things to monitor in a project (e.g., progress, quality of work, communication, budget, etc.).  
c. Explain methods for monitoring projects (e.g., group meetings, emails, status reports).  
d. Explain corrective measures that can be taken when projects are off track (e.g., reassign tasks, modify schedules, reassess goals).  
e. Demonstrate how to monitor projects and take corrective actions.

**Performance Indicator: OP:521 Evaluate project success (CS) LAP-OP-521[[8]](#footnote-8)**

**Objectives:**

a. Explain reasons for evaluating project success.  
b. Discuss individuals to involve when evaluating project success.  
c. Identify aspects of a project to consider when evaluating its success (e.g., schedule, scope, budget, team satisfaction, customer satisfaction, quality of work).  
d. Describe techniques for evaluating project success.  
e. Demonstrate techniques for evaluating project success.

**Instructional Area: Operations (OP)** (cont’d)

**Performance Element:** Utilize project-management skills to improve workflow and minimize costs.

**Performance Indicator: OP:003 Identify resources needed for project (SP) LAP-QS-019[[9]](#footnote-9)**

**Objectives:**

a. Define the term project resources.  
b. Identify the types of resources utilized in projects (i.e., human resources and nonhuman resources).  
c. Discuss the importance of identifying project resources.  
d. Explain the consequences of failing to accurately identify needed project resources.  
e. Identify sources that can be used to determine needed resources.  
f. Explain considerations in determining resources needed for successful project completion.  
g. Describe techniques for identifying individuals who possess the needed skills.  
h. Identify nonhuman resources needed for project completion.  
i. Explain the importance of estimating project costs.  
j. Describe procedures for identifying resources.  
k. Demonstrate procedures for identifying project resources.

**Instructional Area: Professional Development (PD)**

**Performance Element:** Acquire self-development skills to enhance relationships and improve efficiency in the work environment.

**Performance Indicator: PD:018 Set personal goals (CS) LAP-PD-016**

**Objectives:**

a. Define the following terms: goals, short-term goals, and long-term goals.  
b. Distinguish between short- and long-term goals.  
c. Describe benefits of setting goals.  
d. Identify types of goals.  
e. Describe steps for setting goals.  
f. Demonstrate how to set personal goals.

**Instructional Area: Professional Development (PD)** (cont’d)

**Performance Element:** Utilize critical-thinking skills to determine best options/outcomes.

**Performance Indicator: PD:017 Make decisions (CS) LAP-PD-010**

**Objectives:**

a. Define the term decision-making.  
b. Distinguish between decision-making and problem solving.  
c. Describe the need/importance of decision-making in everyday life.  
d. Identify decision-making styles.  
e. Describe factors that influence decision-making.  
f. Explain the importance of using an organized decision-making process.  
g. Demonstrate decision-making.

**Performance Indicator: PD:077 Demonstrate problem-solving skills (CS) LAP-PD-077**

**Objectives:**

a. Define the term problem solving.  
b. Identify situations in which problem-solving skills are needed.  
c. Explain the importance of problem solving at work, in the community, and in personal life.  
d. Explain process/procedures for problem solving.  
e. Demonstrate process/procedures for problem solving.

**Performance Indicator: PD:012 Demonstrate appropriate creativity (SP) LAP-PD-012**

**Objectives:**

a. Define the term creativity.  
b. Identify personal traits commonly associated with creativity.  
c. Describe ways in which people can demonstrate creativity.  
d. Describe specific techniques for developing/enhancing creativity.  
e. Explain how creativity can be applied beneficially to solve problems.  
f. Apply creativity to situations.

**Performance Indicator: PD:019 Use time-management skills (SP) LAP-PD-001**

**Objectives:**

a. Define the terms time management, stress, procrastination, free time, weekly master list, to do list, and ABC principle.  
b. Identify the characteristics of time.  
c. List benefits of time management.  
d. Describe ways to manage time.  
e. Explain the time-management process.  
f. Use time-management principles.

**Sequence of Instruction**

Section 3

|  |  |  |
| --- | --- | --- |
| **Introduction to the Course** | | |
| Orientation | Overview of course, including:   * Policies and procedures * Goals * Grading | 1 day |
| **Understanding Leadership** | | |
| The basics of leadership | EI:009 Explain the concept of leadership (CS)  LAP-EI-016 (pp. 4-4—4-6)  EI:074Discuss the nature of leadership theories (SP)  (pp. 4-7—4-9) | 4 days |
| * Quiz (EI:009, EI:074) |
| **Becoming a Leader** |  |  |
| Looking inward | EI:001 Describe the nature of emotional intelligence (PQ) LAP-EI-001 (pp. 4-10—4-11)  EI:002 Assess personal strengths and weaknesses (PQ) LAP-EI-017 (pp. 4-12—4-13) | 5 days |
| * Quiz (EI:001, EI:002) |
| Following the leader | CO:119 Follow oral directions (PQ) LAP-QS-024  (pp. 4-14—4-15)  CO:017 Demonstrate active listening skills (PQ)  LAP-QS-001[[10]](#footnote-10) (pp. 4-16—4-18)  EI:063 Determine personal vision (CS) LAP-EI-063  (pp. 4-19—4-21) | 5 days |
| * Quiz (CO:119, CO:017, EI:063) |

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| **Initiating the Service-Learning Project** |  |  |
| Generating project ideas | EI:007 Explain the nature of effective communications (PQ) LAP-EI-140 (pp. 4-22—4-24)  PD:012 Demonstrate appropriate creativity (SP)  LAP-PD-012 (pp. 4-25—4-27) | 5 days |
| * Quiz (EI:007, PD:012) |
| Choosing a project | PD:017 Make decisions (CS) LAP-PD-010  (pp. 4-28—4-29)  EI:011 Use consensus-building skills (SP) LAP-EI-019 (pp. 4-30—4-31)  PD:018 Set personal goals (CS) LAP-PD-016  (pp. 4-32—4-34) | 5 days |
| * Quiz (PD:017, EI:011, PD:018) |
| **Planning the Service-Learning Project** |  |  |
| Creating a master plan | OP:519 Plan project (CS) LAP-OP-519[[11]](#footnote-11)  (pp. 4-35—4-36)  EI:062 Demonstrate negotiation skills (SP)  LAP-EI-008[[12]](#footnote-12) (pp. 4-37—4-39) | 5 days |
| * Objective Exam |
| Identifying needed resources | CO:083 Give verbal directions (PQ) (pp. 4-40—4-41)  OP:003 Identify resources needed for project (SP) LAP-QS-019[[13]](#footnote-13) (pp. 4-42—4-44) | 5 days |
| * Quiz (CO:083, OP:003) |
| Forming work groups | EI:004 Demonstrate ethical work habits (PQ)  LAP-EI-004 (pp. 4-45—4-47)  EI:045 Participate as a team member (CS) LAP-EI-045  (pp. 4-48—4-51)  CO:053 Participate in group discussions (CS)  LAP-QS-029 (pp. 4-52—4-53) | 5 days |
| * Quiz (EI:004, EI:045, CO:053) |
| **Planning the Service-Learning Project (cont’d)** |  |  |
| Planning ahead | CO:061 Defend ideas objectively (CS) (pp. 4-54—4-55)  PD:019 Use time-management skills (SP) LAP-PD-001 (pp. 4-56—4-58) | 5 days |
| * Quiz (CO:061, PD:019) |
| Solving problems | EI:041 Coach others (CS) LAP-EI-024[[14]](#footnote-14)  (pp. 4-59—4-61)  PD:077 Demonstrate problem-solving skills (CS)  LAP-PD-077 (pp. 4-62—4-64) | 5 days |
| * Quiz (EI:041, PD:077) |
| Getting things done | Work on project | 3 days |
| * Objective Exam |
| **Implementing the Service-Learning Project** |  |  |
| Treating people right | EI:030 Show empathy for others (PQ) LAP-EI-030  (pp. 4-65—4-67)  EI:033 Exhibit cultural sensitivity (CS) LAP-EI-011[[15]](#footnote-15)  (pp. 4-68—4-70)  EI:005 Lead change (CS) LAP-EI-022  (pp. 4-71—4-72) | 5 days |
| * Quiz (EI:030, EI:033, EI:005) |
| Monitoring the project | EI:060 Enlist others in working toward a shared vision (CS) LAP-EI-060 (pp. 4-73—4-74)  OP:520 Monitor projects and take corrective actions (CS) LAP-OP-520[[16]](#footnote-16) (pp. 4-75—4-76) | 5 days |
| * Quiz (EI:060, OP:520) |

|  |  |  |
| --- | --- | --- |
| **Implementing the Service-Learning Project (cont’d)** |  |  |
| Persuading others | EI:012 Persuade others (SP) LAP-EI-121  (pp. 4-77—4-80)  EI:008 Use appropriate assertiveness (PQ) LAP-EI-018 (pp. 4-81—4-83)  EI:015 Use conflict-resolution skills (CS) LAP-EI-007 (pp. 4-84—4-86) | 5 days |
| * Quiz (EI:012, EI:008, EI:015) |
| Shooting for success | EI:006 Demonstrate adaptability (CS) LAP-EI-023 (pp. 4-87—4-89)  EI:027 Develop an achievement orientation (CS)  LAP-EI-010[[17]](#footnote-17) (pp. 4-90—4-91) | 5 days |
| * Quiz (EI:006, EI:027) |
| Making it happen | Carry out project | 2 days |
| **Evaluating the Service-Learning Project** |  |  |
| Assessing success | OP:521 Evaluate project success (CS) LAP-OP-521[[18]](#footnote-18) (pp. 4-92—4-93)  EI:014 Recognize/Reward others for their efforts and contributions (SP) LAP-EI-141 (pp. 4-94—4-96) | 5 days |
| * Quiz (OP:521, EI:014) |
| Reflecting on the project | CO:025 Make oral presentations (SP) LAP-CO-025 (pp. 4-97—4-99)  EI:003 Explain the use of feedback for personal growth (PQ) LAP-EI-015 (pp. 4-100—4-102) | 5 days |
| * Final Exam |

**Getting Involved: A Course-Specific Guide for  
High School of Business™ Steering Teams**

**Course Preparation Forms:**

To aid in course planning, a Course Preparation Form is included at the end of Section 3. The form, which is designed to be shared with the school’s HSB™ Steering Team, outlines the outside resources (both human and material) that are needed for the course. Instructors and steering team members should discuss these outside resources well in advance of teaching the course. Steering team members should consider how they themselves or those in their professional network can fulfill the needs of the course. Instructors should encourage the steering team to suggest resources and take responsibility for securing them (see the final column on the chart).

**Leadership**

**Description:**

Students will work with their classmates to identify, plan, implement, and evaluate a service-learning project. Through the project, they will become better aware of both themselves and others while proactively meeting challenges and affecting positive change in their school and/or community. In doing so, the students will acquire and apply leadership skills. In addition, they will demonstrate emotional intelligence, examine personal characteristics associated with leaders, utilize teamwork skills, and apply project-management skills.

|  |  |  |  |
| --- | --- | --- | --- |
| Needs for this Project | Describe How Need Will Be Met | | |
| Who/What | Date | Who/What | Person Responsible |
| Service-learning notebook. Students will record information throughout the course. The steering team may choose to provide three-ring binders for each student. |  |  |  |
| Team-building experience. Coordinate one class period for fun, hands-on team-building activities. This might include a competition to see which team can build the tallest PVC structure, relay races that require extensive team cooperation, etc. For best results, get students out of the classroom, perhaps to a local college or in the schoolyard. (Note: this activity is optional and is not listed on the sequence of instruction.) |  |  |  |
| Publicity. This course provides many opportunities to recognize students for their work with a local organization. Identify a steering team member or sub-committee that will work to gain media attention. |  |  |  |

**Planning Guide Sheets**

Section 4

**Service-Learning Project**

**Performance Indicators:**

The learning outcomes in the *Leadership* course are organized in the optimal order for planning, implementing, and evaluating a service-learning project.

**Project Description:**

Students will work with their classmates to identify, plan, implement, and evaluate a service-learning project. Through the project, they will become better aware of both themselves and others while proactively meeting challenges and affecting positive change in their school and/or community. In doing so, the students will acquire and apply leadership skills. In addition, they will demonstrate emotional intelligence, examine personal characteristics associated with leaders, utilize teamwork skills, and apply project-management skills.

**Timeframe:**

15 weeks

**Driving Question:**

How can you develop and demonstrate leadership skills through a service-learning project?

**Entry Event:**

To help students, choose one of the following:

* Have each student complete a leadership skills assessment to focus their attention on leadership attributes.
* Show a video/webcast of a current community problem and/or efforts to solve social issues.

**Checkpoints:**

Activities that enable teachers and students to complete the project are presented throughout the Section 4 Planning Guide Sheets. Some of these activities engage students directly in the hands-on planning and implementation of the project, while other performance activities aid students in developing the foundational knowledge and skills needed to perform project tasks. Objective exams and weekly quizzes should be administered throughout the course as indicated in the sequence of instruction in Section 3. Multiple-choice test items to use for these quizzes and exams can be found via the direct download link for this course guide.

**Teacher Tips:**

The following tips are offered to aid in project implementation:

* The project will be most successful if the students focus on real needs in the school and/or community versus contrived activities.
* This is the students’ project, not the teacher’s project. Every student in the class should be actively engaged in project planning, implementation, and evaluation.
* The project should involve student interaction with the individuals served by the project.
* After students have selected their service-learning project, assign them the task of writing a brief description of the project as if they were emailing potential donors or posting something on LinkedIn to generate interest. Post this on the HSB™ Wiki chart on the *Leadership* page.
* Develop a publicity team composed of 3-5 students. This publicity team should write articles and/or press releases for the school paper, local newspapers, etc., to make others aware of the project and project completion.
* For more information on assisting students to determine how they can best make a difference in the lives of others via giving, service learning, and/or social action, see *The New York Times’* article/plan entitled “Making a Difference: Ideas for Giving, Service Learning, and Social Action” (<https://www.nytimes.com/2016/11/17/learning/lesson-plans/ideas-for-giving-service-learning-and-social-action.html?em_pos=small&emc=edit_ln_20161117&nl=learning-network&nl_art=1&nlid=67665642&ref=headline&te=1&_r=1>).

**EI:009 Explain the concept of leadership**

**LAP**: LAP-EI-016 Lead the Way (Concept of Leadership)  
© **LAP:** 2016

**Curriculum Planning Level:** CS

**Objectives:**

a. Define the term leader.  
b. Discuss the importance of leadership.  
c. Describe the need for leadership.  
d. Explain who can be a leader.  
e. Cite occasions when leadership can be used.  
f. Describe characteristics associated with leadership.

**Activity:**

Ask students to respond to the following list of questions in writing, and then discuss their responses as a class.

1. What does it mean to be a leader?

2. What skills are needed?

3. Identify leaders in various fields (politics, school, community, sports) and explain why you consider them to be leaders.

4. What leadership skills do you think you exhibit?

5. What leadership skills do you think you need to develop?

6. What are some ways you can work on developing skills at home, at school, and in your community?

Note: Have students keep written responses in a notebook they will use throughout the course. Personal responses will provide opportunities for reflection and feedback.

**Reference Books**

**Title:** Leadership: Theory, application, & skill development (4th ed.)  
**Author:** Lussier, R.N., & Achua, C.F.  
**References:** [pp. 2-10, 32-33, 46-53, 70]  
**Publisher:** Mason, OH: South-Western Cengage Learning  
**Copyright:** 2010

**Title:** The leadership experience (4th ed.)  
**Author:** Daft, R.L.  
**References:** [pp. 3-19, 37, 53, 97-119]  
**Publisher:** Mason, OH: Thomson/South-Western  
**Copyright:** 2008

**Title:** Leadership: Research findings, practice, and skills (6th ed.)  
**Author:** DuBrin, A.  
**References:** [pp. 32-60]  
**Publisher:** Mason, OH: South-Western Cengage Learning  
**Copyright:** 2010

**Title:** The art of leadership (3rd ed.)  
**Author:** Manning, G., & Curtis, K.  
**References:** [pp. 1-33]  
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**Copyright:** 2009

**Title:** Human relations in organizations: Applications and skill building (7th ed.)  
**Author:** Lussier, R.N.  
**References:** [pp. 281-293, 301-302]  
**Publisher:** New York: McGraw-Hill/Irwin  
**Copyright:** 2008

**Title:** The complete idiot's guide to career advancement  
**Author:** Dorio, M.  
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**Title:** Marketing dynamics (3rd ed.)  
**Author:** Clark, B., Basteri, C.G., Gassen, C., & Walker, M.  
**References:** [pp. 569, 573]  
**Publisher:** Tinley Park, IL: Goodheart-Willcox.  
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**Title:** Marketing essentials 2012  
**Author:** Farese, L.S., Kimbrell, G., & Woloszyk, C.A.  
**References:** [pp. 228-229, 236]  
**Publisher:** Columbus, OH: Glencoe/McGraw-Hill  
**Copyright:** 2012

**Title:** Succeeding in the world of work (2012)  
**Author:** Kimbrell, G.  
**References:** [pp. 182-185]  
**Publisher:** Columbus, OH: McGraw-Hill Education  
**Copyright:** 2012

**Reference Websites**

**Title:** What kind of leader are you?  
**Author:** White, B.  
**URL:** <http://www.livingbeyondbetter.com/leadertype.html>  
**Copyright:** n.d.  
**Accessed on:** 2017-05-08

**Title:** The seven habits of highly effective people.  
**Author:** Covey, S.R.  
**URL:** <https://www.stephencovey.com/7habits/7habits.php>  
**Copyright:** 1989  
**Accessed on:** 2017-05-08

**Title:** Reasons why leadership skills are important.  
**Author:** Vulcan, N.  
**URL:** <http://www.ehow.com/list_7650737_reasons-leadership-skills-important.html>  
**Copyright:** n.d.  
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**Title:** Seven qualities of a good leader.  
**Author:** White, B.  
**URL:** <http://www.groco.com/readingroom/bus_goodleader.aspx>  
**Copyright:** n.d.  
**Accessed on:** 2017-05-08

**Title:** Setting the example.  
**Author:** Phelps, B.T.  
**URL:** <http://www.whitestag.org/basic_leadership_skills/setting_the_example.html>  
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**Accessed on:** 2017-05-17

**Title:** Top 10 characteristics of a leader. [Video].  
**Author:** Business Minder  
**URL:** <https://www.youtube.com/watch?v=silPtekoFqE>  
**Copyright:** 2008, October 13  
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**Title:** Leadership skills. [Video].  
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**Author:** Tracy, B.  
**URL:** <https://www.youtube.com/watch?v=eG16EmA2Fe0>  
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**Title:** Effective leadership [Online course].  
**Author:** Hewlett-Packard Development Company.  
**URL:** [https://hplife.edcastcloud.com/learn/effective-leadership-open?locale=en#](https://hplife.edcastcloud.com/learn/effective-leadership-open?locale=en)  
**Copyright:** 2015  
**Accessed on:** 2017-05-08

**EI:074 Discuss the nature of leadership theories**

**Curriculum Planning Level:** SP

**Objectives:**

1. Describe the “Great Man” theory of leadership.
2. Identify assumptions associated with the “Great Man” theory of leadership.
3. Discuss the “Trait” theory of leadership.
4. Identify assumptions associated with the “Trait” theory of leadership.
5. Discuss traits and skills associated with leadership according to the “Trait” theory of leadership.
6. Explain the “Behavioral” theory of leadership.
7. Identify assumptions associated with the “Behavioral” theory of leadership.
8. Compare the role theory and managerial forms of “Behavioral” leadership theories.
9. Discuss the “Participative Leadership” theory of leadership.
10. Identify assumptions associated with “Participative Leadership.”
11. Explain the “Situational” theories of leadership.
12. Describe the “Contingency” theory of leadership.
13. Identify assumptions associated with the “Contingency” theory of leadership.
14. Discuss the “Transactional” theory of leadership.
15. Identify assumptions associated with “Transactional” leadership.
16. Describe the “Transformational” theory of leadership.
17. Identify assumptions associated with the “Transformational” theory of leadership.

**Activity:**

Direct students to evaluate the attributes of the leadership theories. Each student should prepare a brief explaining his/her view of leadership and present the brief to the class for reaction.

**Reference Books**

**Title:** The leadership experience (4th ed.)  
**Author:** Daft, R.L.  
**References:** [pp. 38-121, 359-359]  
**Publisher:** Mason, OH: Thomson/South-Western  
**Copyright:** 2008

**Title:** Leadership: Research findings, practice, and skills (6th ed.)  
**Author:** DuBrin, A.  
**References:** [pp. 31-61, 68, 83-90, 113-116, 132-165]  
**Publisher:** Mason, OH: South-Western Cengage Learning  
**Copyright:** 2010

**Title:** Organizational behavior and management (8th ed.)  
**Author:** Ivancevich, J.M., Konopaske, R., & Matteson, M.T.  
**References:** [pp. 414-432]  
**Publisher:** New York: McGraw-Hill Irwin  
**Copyright:** 2008

**Title:** Leadership: Theory, application, & skill development (4th ed.)  
**Author:** Lussier, R.N., & Achua, C.F.  
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**Copyright:** 2010

**Title:** Organizational behavior: Managing people and organizations (9th ed.)  
**Author:** Griffin, R.W., & Moorhead, G.  
**References:** [pp. 310-322]  
**Publisher:** Mason, OH: South-Western Cengage Learning  
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**Title:** The art of leadership (3rd ed.)  
**Author:** Manning, G., & Curtis, K.  
**References:** [pp. 19-29]  
**Publisher:** New York: McGraw-Hill/Irwin  
**Copyright:** 2009

**Reference Websites**

**Title:** Situational leadership theory. [Video].  
**Author:** Butel, J.  
**URL:** <https://www.youtube.com/watch?v=chnYqw5jNdk>  
**Copyright:** 2015, January 31  
**Accessed on:** 2017-05-08

**Title:** The major leadership theories.  
**Author:** Cherry, K.  
**URL:** <https://www.verywell.com/leadership-theories-2795323>  
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**Title:** Organizational leadership theories.  
**Author:** Guzman, O.  
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**Accessed on:** 2017-05-08

**Title:** Leadership theories.  
**Author:** Leadership-Central.com  
**URL:** <http://www.leadership-central.com/leadership-theories.html#axzz2yOZ6R3ZQ>  
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**Title:** Great man theory of leadership.  
**Author:** MSG Experts  
**URL:** <http://www.managementstudyguide.com/great-man-theory.htm>  
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**Accessed on:** 2017-05-08

**Title:** Trait theory of leadership.  
**Author:** MSG Experts  
**URL:** <http://www.managementstudyguide.com/trait-theory-of-leadership.htm>  
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**Author:** MSG Experts  
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**Title:** Core leadership theories: Learning the foundations of leadership.  
**Author:** Mind Tools Editorial Team   
**URL:** <http://www.mindtools.com/pages/article/leadership-theories.htm>  
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**Accessed on:** 2017-05-08

**Title:** Leadership theories.  
**Author:** Money-Zine.com  
**URL:** <http://www.money-zine.com/Career-Development/Leadership-Skill/Leadership-Theories/>  
**Copyright:** 2017, February 17  
**Accessed on:** 2017-05-08

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**URL:** <http://www.referenceforbusiness.com/management/Int-Loc/Leadership-Theories-and-Studies.html>  
**Copyright:** 2017  
**Accessed on:** 2017-05-08

**Title:** Theories of leadership: The great man theory. [Video].  
**Author:** Smith, C.J.  
**URL:** <https://www.youtube.com/watch?v=Aebu-Sntq08>  
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**Accessed on:** 2017-05-08

**Title:** Contingency theory of leadership. [Video].  
**Author:** Wagner, S.  
**URL:** <https://www.youtube.com/watch?v=Cxh-yeRlBFw>  
**Copyright:** 2013, March 9  
**Accessed on:** 2017-05-08

**EI:001 Describe the nature of emotional intelligence**

**LAP**: LAP-EI-001 EQ and You (Emotional Intelligence)  
© **LAP:** 2017

**Curriculum Planning Level:** PQ

**Objectives:**

a. Define the term emotional intelligence.  
b Identify components of emotional intelligence.  
c. Discuss advantages/benefits associated with possessing emotional intelligence.  
d. Describe the relationship between emotional intelligence and leadership.  
e. Explain the skills associated with emotional intelligence.

**Activity:**

Divide the class into four groups, and assign an emotional intelligence skill set (i.e., self-awareness, self-management, social awareness, and relationship management) to each group. Have each group prepare two short skits: In one skit, demonstrate the assigned emotional intelligence skills. In the second skit, demonstrate what can happen if those skills are not used appropriately.

**Reference Books**

**Title:** Business communication today (9th ed.)  
**Author:** Bovée, C.L., & Thill, J.V.  
**References:** [p. 15]  
**Publisher:** Upper Saddle River, NJ: Pearson Prentice Hall  
**Copyright:** 2008

**Title:** Leadership: Theory, application, & skill development (4th ed.)  
**Author:** Lussier, R.N., & Achua, C.F.  
**References:** [p. 40]  
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**Copyright:** 2010

**Title:** The leadership experience (4th ed.)  
**Author:** Daft, R.L.  
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**Title:** Leadership: Research findings, practice, and skills (6th ed.)  
**Author:** DuBrin, A.  
**References:** [pp. 324-351]  
**Publisher:** Mason, OH: South-Western Cengage Learning  
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**Title:** The art of leadership (3rd ed.)  
**Author:** Manning, G., & Curtis, K.  
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**Publisher:** New York: McGraw-Hill/Irwin  
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**Author:** Lussier, R.N.  
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**Publisher:** New York: McGraw-Hill/Irwin  
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**Author:** Cherry, K.  
**URL:** <https://www.verywell.com/what-is-emotional-intelligence-2795423>  
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**Title:** Concepts of leadership.  
**Author:** Clark, D.  
**URL:** <http://www.nwlink.com/~donclark/leader/leadcon.html>  
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**Title:** Are you emotionally intelligent? [Video].   
**Author:** DNews  
**URL:** <https://www.youtube.com/watch?v=dmz9Yb9dWck>  
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**Title:** Emotional intelligence theory: Highlighting and developing leadership skills  
**Author:** Educational Business Articles  
**URL:** <http://www.educational-business-articles.com/emotional-intelligence-theory/>  
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**URL:** <http://www.eqtoolbox.org/resources/articles.php>  
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**Author:** Goleman, D.  
**URL:** <http://www.danielgoleman.info/topics/emotional-intelligence/>  
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**Title:** Emotional intelligence. [Video].  
**Author:** Gouveia, B.  
**URL:** <https://www.youtube.com/watch?v=weuLejJdUu0>  
**Copyright:** 2013, December 11  
**Accessed on:** 2017-05-08

**Title:** Can emotional intelligence be taught?  
**Author:** Kahn, J.  
**URL:** <http://www.nytimes.com/2013/09/15/magazine/can-emotional-intelligence-be-taught.html?_r=0>  
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**Title:** Emotional intelligence in leadership.  
**Author:** Mind Tools Editorial Team  
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**Author:** Stern, C.  
**URL:** <https://www.youtube.com/watch?v=OoLVo3snNA0&spfreload=1>  
**Copyright:** 2014, January 30  
**Accessed on:** 2017-05-08

**EI:002 Assess personal strengths and weaknesses**

**LAP**: LAP-EI-017 Assess for Success (Assessing Personal Strengths and Weaknesses)  
© **LAP:** 2016

**Curriculum Planning Level:** PQ

**Objectives:**

a. Explain the importance of recognizing personal strengths and weaknesses.  
b. Discuss ways to identify personal strengths and weaknesses.  
c. Demonstrate procedures for assessing personal strengths and weaknesses.

**Activity:**

Ask students to list their three greatest strengths and three weaknesses. Using the categories of school, home, and community, have them think of and list ways they can specifically apply their strengths in these areas. Next, have them list specific things they can do to improve their weaknesses relating to school, home, and community. Ask them to record and maintain the information in their notebooks.

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**Title:** Business communication today (9th ed.)  
**Author:** Bovée, C.L., & Thill, J.V.  
**References:** [pp. P-3 - P-4]  
**Publisher:** Upper Saddle River, NJ: Pearson Prentice Hall  
**Copyright:** 2008

**Title:** Leadership: Research findings, practice, and skills (6th ed.)  
**Author:** DuBrin, A.  
**References:** [pp. 45, 444-446]  
**Publisher:** Mason, OH: South-Western Cengage Learning  
**Copyright:** 2010

**Title:** Marketing dynamics: Teacher's edition (2nd ed.)  
**Author:** Clark, B., Sobel, J., & Basteri, C.G.  
**References:** [pp. 640-643]  
**Publisher:** Tinley Park, IL: Goodheart-Willcox.  
**Copyright:** 2010

**Title:** The complete idiot's guide to career advancement  
**Author:** Dorio, M.  
**References:** (pp. 47-60, 120-123)  
**Publisher:** Indianapolis: Penguin Group  
**Copyright:** 2009

**Title:** Succeeding in the world of work (2012)  
**Author:** Kimbrell, G.  
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**Author:** Kaplan, R.S.  
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**Author:** Kokemuller, N.  
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**Author:** Learning Center.  
**URL:** <http://www.learningcenter.net/library/leadership.shtml>  
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**Author:** Martin, C.  
**URL:** <http://career-advice.monster.com/job-interview/interview-questions/greatest-strengths-and-weaknesses/article.aspx>  
**Copyright:** 2017, February 14  
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**Title:** Personal SWOT analysis.  
**Author:** Mind Tools Editorial Team  
**URL:** <http://www.mindtools.com/pages/article/newTMC_05_1.htm>  
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**Accessed on:** 2017-05-08

**Title:** SWOT analysis for personal development planning. [Video].  
**Author:** MoreSelfConfidence Channel  
**URL:** <https://www.youtube.com/watch?v=abPXiZ4RI_4>  
**Copyright:** 2012, January 21  
**Accessed on:** 2017-05-08

**CO:119 Follow oral directions**

**Performance Element:** Apply active listening skills to demonstrate understanding of what is being said.

**Quick Study LAP**: LAP-QS-024 Simon Says. . . (Following Directions)  
© **QS:** 2006

**Concept/Skill:** S

**Curriculum Planning Level:** PQ

**Objectives:**

a. Explain the importance of following directions.  
b. Discuss sources that provide directions.  
c. Distinguish between oral and written directions.  
d. Describe procedures for following directions.  
e. Demonstrate procedures for following directions.

**Activity:**

Duplicate the following instructions for each student:

1. Read all directions before doing anything.

2. On a sheet of lined paper, write your name in the upper right corner.

3. Number your paper 1-10, skipping every other line.

4. Circle your favorite number.

5. Write your favorite ice-cream flavor next to number three.

6. Figure out how many school days you have left for the year. Put the answer next to number nine.

7. Stand up and say your full name out loud.

8. Hand your paper to the teacher now.

9. Now that you have completed reading the directions, do only the first two items.

When students have completed the written activity, discuss why following directions is so important. What kept some students from following directions? How does not following directions cause problems in other areas of their lives? Why will following directions be important for the class project?

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**CO:017 Demonstrate active listening skills**

**Quick Study LAP**: LAP-QS-001 Listen Up (Active Listening Skills)  
© **QS:** 2005  
**NOTE:** This LAP is scheduled to be replaced by **LAP-CO-017** on or about 10.1.17.

**Curriculum Planning Level:** PQ

**Objectives:**

a. Distinguish between active and passive listening.  
b. List reasons that you choose to listen to others.  
c. Identify rewards associated with listening to others.  
d. Describe the importance of listening to others.  
e. Discuss barriers to effective listening.  
f. Explain the elements of effective listening.  
g. Discuss guidelines for effective listening.  
h. Practice active listening.

**Activity:**

Choose three students to come to the front of the room. Ask them to simultaneously respond to the question, “What qualities make you a good leader?” Instruct them that the important thing is to keep talking. Stop them after two or three minutes.

Tell the group of listeners that they have to decide who they think is the best leader. Ask students whom they would choose, and have them give specific examples based on what they just heard. As listeners give examples, ask the speaker if the information given is correct. If not, have the speaker repeat the information correctly. After several listeners have responded, ask the class members if they had trouble figuring out who would be the best leader and why they had trouble. Discuss the importance of effective listening skills and barriers if effective listening skills are not used. Ask them to identify situations during the class project in which effective use of active listening skills will be essential.

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**EI:063 Determine personal vision**

**LAP:** LAP-EI-063 Picture This! (Determining Personal Vision)© **LAP:** 2017

**Curriculum Planning Level:** CS

**Objectives:**

a. Define the term personal vision.  
b. Distinguish between a vision and a goal.  
c. Explain the purpose of determining a personal vision.  
d. Identify criteria used for determining a vision.  
e. Describe techniques that can be used to determine a vision.  
f. Demonstrate procedures for determining a vision.

**Activity:**

Provide students with unlined paper suitable for making mini-posters. Ask each student to create a poster representing his/her personal vision for the course. Encourage students to be creative in expressing their vision. Ask students to share their vision poster with the rest of the class. Display the posters in the classroom throughout the course as a reminder of their visions.

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**EI:007 Explain the nature of effective communications**

**LAP:** LAP-EI-140 More Than Just Talk (Effective Communication)© **LAP:** 2017

**Curriculum Planning Level:** PQ

**Objectives:**

a. Explain the importance of effective communication.  
b. Identify important types of communication.  
c. Identify characteristics of effective communication.  
d. Identify barriers to effective communication.  
e. Describe techniques for overcoming barriers to effective communication.

**Activity:**

Divide students into three groups, and instruct each group to form a circle. Give each group different instructions.

1. Group one: The group members can communicate in any way necessary to complete the task.
2. Group two: The group members may not speak during the task, but they may use any other form of communication.
3. Group three: They must all face away from the circle so they cannot see each other. Additionally, this group may not speak.

After each group has its communication instructions, tell the groups that their task is to arrange themselves in their circles clockwise by their birthdates (January, February, March, etc.). Allow time for each group to complete the task. Discuss the importance of effective communication in completing the task as well as barriers that made it difficult to complete the task. Ask students how their responses could apply to school, home, and community situations.

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**PD:012 Demonstrate appropriate creativity**

**LAP:** LAP-PD-012 Imagine That (Demonstrating Creativity)  
**© LAP:** 2016

**Curriculum Planning Level:** SP

**Objectives:**

a. Define the term creativity.

b. Identify personal traits commonly associated with creativity.

c. Describe ways in which people can demonstrate creativity.

d. Describe specific techniques for developing/enhancing creativity.

e. Explain how creativity can be applied beneficially to solve problems.

f. Apply creativity to situations.

**Activity:**

Have students start to brainstorm possible service-learning project ideas. Encourage “thinking outside the box.” Allow access to resources/computers and each other. Ask each student to generate a list of 10 potential projects. Divide the class into small groups, and ask each group to identify its best/favorite 10 ideas. Groups will use these lists for their next activity.

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**PD:017 Make decisions**

**LAP**: LAP-PD-010 Weigh Your Options (Decision Making in Business)  
© **LAP:** 2013

**Curriculum Planning Level:** CS

**Objectives:**

a. Define the term decision-making.  
b. Distinguish between decision-making and problem solving.  
c. Describe the need/importance of decision-making in everyday life.  
d. Identify decision-making styles.  
e. Describe factors that influence decision-making.  
f. Explain the importance of using an organized decision-making process.  
g. Demonstrate decision-making.

**Activity:**

Reconvene the groups from the previous activity. Ask the groups to review their top   
10 project ideas. Instruct each group to discuss and narrow the list to its top three choices. For each choice, ask the groups to determine three specific reasons why these would be good projects to implement. Groups will use this information for their next activity.

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**EI:011 Use consensus-building skills**

**LAP**: LAP-EI-019 It’s a Group Thing (Consensus Building)  
© **LAP:** 2016

**Curriculum Planning Level:** SP

**Objectives:**

a. Define the terms consensus and consensus-building.  
b. Discuss the importance of consensus-building skills.  
c. Explain occasions when consensus is needed.  
d. Describe process for building consensus.  
e. Demonstrate consensus-building skills.

**Activity:**

Using the lists developed in the last activity, ask the groups to select a representative to write the top three project choices on the board. Explain that each group will give the class its rationale for the three choices. As a class, identify additional pros and cons for each project idea. Encourage students to voice concerns or support for each idea. After the discussion, ask the class to vote on the project ideas and keep the top three overall choices. Finally, using the three choices identified on the board, ask the class to vote on the final project the class will work on for the remainder of the semester.

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**Title:** Leadership: Research findings, practice, and skills (6th ed.)  
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**PD:018 Set personal goals**

**LAP**: LAP-PD-016 Go for the Goal (Goal Setting)  
© **LAP:** 2016

**Curriculum Planning Level:** CS

**Objectives:**

a. Define the following terms: goals, short-term goals, and long-term goals.  
b. Distinguish between short- and long-term goals.  
c. Describe benefits of setting goals.  
d. Identify types of goals.  
e. Describe steps for setting goals.  
f. Demonstrate how to set personal goals.

**Activity:**

Direct the class in determining specific goals for the selected project. For example: What is the ultimate end goal? Who will benefit from the project? If the project involves raising money, what amount has to be raised? What goals does the class expect to achieve from the completed project?

Ask each student to identify one personal goal that s/he has for the school year. After identifying the goal, s/he should share it with a classmate and discuss how s/he plans to accomplish the goal.

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**Author:** Ryan, J.S.  
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**Author:** Campbell, S.R.  
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**OP:519 Plan project**

**LAP:** LAP-OP-519© **LAP:** Scheduled for publication 1.1.18

**Curriculum Planning Level:** CS

**Objectives:**

a. Explain the importance of planning projects.  
b. Identify factors that impact project planning.  
c. Describe project-planning tools.  
d. Explain procedures for developing a project plan.  
e. Demonstrate how to develop a project plan.

**Activity:**

Provide students with a project-planning template to complete (such as the Buck Institute's project team work plan found at <http://bie.org/object/document/project_team_work_plan>). Then, divide the class into small groups of three or four students each. Ask each group to plan or outline the specific details of the class's service learning project that must be completed from beginning to end. After the groups are finished, call on them to assist in completing a “master plan” to be displayed and maintained in the classroom on a whiteboard, bulletin board, etc. Carefully review the project plan with the class, and assist students in filling in missing details on the plan as the project progresses.

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**Author:** Kloppenborg, T.J.  
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**Author:** Reh, F.J.  
**URL:** <https://www.thebalance.com/planning-a-project-sample-project-plans-2276105>   
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**Author:** Team Twago.  
**URL:** <http://www.twago.com/blog/project-plan-makes-life-easier/>  
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**EI:062 Demonstrate negotiation skills**

**LAP**: LAP-EI-008 Make It a Win-Win (Negotiation in Business)  
© **LAP:** 2013  
**NOTE:** This LAP is scheduled to be replaced by **LAP-EI-062** on or about 2.1.18.

**Curriculum Planning Level:** SP

**Objectives:**

a. Define the term negotiation.  
b. Explain the importance of using negotiation skills.  
c. Identify situations in which negotiation skills are needed.  
d. Describe negotiation techniques.  
e. Use negotiation skills.

**Activity:**

Display the project plan large enough for the class to view it. Leave room for students to write their names by task choices. Give students time to consider the tasks they would like to work on. Have students identify their choice of tasks by writing their names on the project plan. Tell students it is acceptable for several names to be listed for a specific task.

Assuming several students will want to do the same tasks, have students negotiate for positions so that all tasks are covered. For example, if two students want to do a task that only requires one person, they can negotiate to split the task as long as they each choose an additional task to complete. Negotiate until all tasks are assigned and all students have a task to complete.

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**Title:** Leadership: Theory, application, & skill development (4th ed.)  
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**Author:** Daft, R.L., & Marcic, D.  
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**CO:083 Give verbal directions**

**Curriculum Planning Level:** PQ

**Objectives:**

a. Identify errors people frequently make when giving verbal directions.

b. Discuss occasions when verbal directions should be provided.

c. Identify directional terms related to location, direction, and distance that can be used when giving verbal directions.

d. Describe techniques that can be used to clarify directions.

e. Demonstrate procedures for giving verbal directions.

**Activity:**

Instruct each student to select a simple activity that is part of the class’s service-learning project for which s/he can provide verbal directions to a classmate. S/He should give the verbal directions and discuss difficulties encountered by the classmate. Then, students should discuss ways that their verbal directions could be improved. Finally, each student should repeat the directions to evaluate improvements.

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**Title:** Leadership: Theory, application, & skill development (4th ed.)

**Author:** Lussier, R.N., & Achua, C.F.

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**Author:** Roberts, S.J.

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**Author:** Carter, S.

**URL:** <http://www.howtodothings.com/careers/how-to-give-verbal-instructions>

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**Author:** NationalSeminars

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**OP:003 Identify resources needed for project**

**Quick Study LAP**: LAP-QS-019 Get What You Need (Identifying Resources)  
© **QS:** 2006  
**NOTE:** This LAP is scheduled to be replaced by **LAP-OP-TBD** on or about 12.1.17.

**Curriculum Planning Level:** SP

**Objectives:**

a. Define the term project resources.  
b. Identify the types of resources utilized in projects (i.e., human resources and nonhuman resources).  
c. Discuss the importance of identifying project resources.  
d. Explain the consequences of failing to accurately identify needed project resources.  
e. Identify sources that can be used to determine needed resources.  
f. Explain considerations in determining resources needed for successful project completion.  
g. Describe techniques for identifying individuals who possess the needed skills.  
h. Identify nonhuman resources needed for project completion.  
i. Explain the importance of estimating project costs.  
j. Describe procedures for identifying resources.  
k. Demonstrate procedures for identifying project resources.

**Activity:**

Explain that the class needs to obtain the necessary resources for the project. These may be tangible items such as paint for signs or intangible items such as administrative permission. Allow students to generate resource lists identifying what resources are needed and how they might be acquired. Particularly for resources that may seem difficult to obtain, encourage students to be creative and consider school, home, and community options. Ask students to compile the lists and write down all the resources the groups have identified. Post the list in the room, and leave space to add additional resources as needed.

Students will continue obtaining resources both during and after school.

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**EI:004 Demonstrate ethical work habits**

**LAP**: LAP-EI-004 Work Right (Demonstrating Ethical Work Habits)  
© **LAP:** 2016

**Curriculum Planning Level:** PQ

**Objectives:**

a. Define the following terms: ethics, personal code of ethics.  
b. Identify examples of unethical behavior.  
c. Cite reasons for unethical behavior.  
d. Describe ways that unethical people harm themselves.  
e. Explain ways that others are harmed by unethical behavior.  
f. Describe ways to demonstrate a basic work ethic.  
g. Demonstrate procedures for exhibiting work ethics.

**Activity:**

As a class, have students identify some famous examples of unethical business or political decisions. Ask them to discuss why the decisions may have been made as well as who was impacted by them. Ask students to discuss how these situations could have been handled more appropriately.

Based on the tasks each student will complete, have him/her reflect and write down why it’s important to be ethical while working on this project. Additionally, determine what impact unethical behavior could have on the project, the group, and the student personally.

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**EI:045 Participate as a team member**

**LAP**: LAP-EI-045 Team Up (Participating as a Team Member)  
© **LAP:** 2017

**Curriculum Planning Level:** CS

**Objectives:**

a. Define the terms: teamwork, team, committee, standing committee, short-term committee, quality circles, project teams, and work teams.  
b. Distinguish between teams and groups.  
c. Identify types of teams used by businesses.  
d. Explain the importance of teams.  
e. Describe what it means to be a team member.  
f. Explain guidelines for being a good team member.  
g. Demonstrate guidelines for being a good team member.

**Activity:**

Implement an icebreaker activity in which you divide the class into groups based on their project tasks. For example, if the class has identified “publicity” as a project task area, put all the students who signed up to work on publicity together. Ask each group to create an identity for itself such as a group name, group motto, group logo, and a group goal/vision.

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**CO:053 Participate in group discussions**

**Quick Study LAP**: LAP-QS-029 Put In Your Two Cents (Participating in Group Discussions)  
© **QS:** 2006

**Curriculum Planning Level:** CS

**Objectives:**

a. Explain why it is important to participate in group discussions.  
b. Identify effective group discussion techniques.  
c. Discuss the results of inappropriate group discussions.  
d. Explain ways to improve participation in group discussions.  
e. Demonstrate procedures for participating in group discussions.

**Activity:**

Explain that students will meet with the groups they formed in the last activity. Instruct students to discuss and record specific information as it relates to the project plan. Have them discuss and record how they plan to accomplish their tasks, who will do what, etc.

After students have determined project plan details, have them record a brief reflection in their notebooks. Ask them to consider their participation in the group discussion. Were they involved? To what extent? How did their participation affect the outcome of the discussion? Have students submit the reflections for teacher review.

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**CO:061 Defend ideas objectively**

**Curriculum Planning Level:** CS

**Objectives:**

a. Discuss the need to provide evidence to support a position.  
b. Explain how ideas are formed.  
c. Describe stages of an idea evaluation process.  
d. Explain what causes people to accept new ideas.  
e. Identify reasons that barriers that are established to keep from accepting new ideas.  
f. Demonstrate procedures for defending ideas objectively.

**Activity:**

Ask each student to imagine that his/her view of how to carry out the class’s service-learning project differs from those of classmates. Explain that s/he wants to try a totally new procedure, while classmates feel that following procedures used in the past is the safest route to follow. Working with another classmate, each student should defend her/his ideas and ask the classmate for feedback.

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**Accessed on:** 2017-05-10

**PD:019 Use time-management skills**

**LAP**: LAP-PD-001 About Time (Time Management)  
© **LAP:** 2013

**Curriculum Planning Level:** SP

**Objectives:**

a. Define the terms time management, stress, procrastination, free time, weekly master list, to do list, and ABC principle.  
b. Identify the characteristics of time.  
c. List benefits of time management.  
d. Describe ways to manage time.  
e. Explain the time-management process.  
f. Use time-management principles.

**Activity:**

Instruct each group to create a list of potential time-management challenges that may arise while working on the project. These may include such things as extra-curricular commitments or missed class days due to field trips. Considering each time-management challenge presented, individual groups should create a schedule incorporating each specific task they are responsible for. Next to each task, assign a specific deadline for completion. If necessary, negotiate deadlines within each group so progress is made in a timely manner.

Groups will need two copies of the list for the next activity.

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**Copyright:** 2012

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**Title:** Succeeding in the world of work (2012)  
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**Copyright:** 2015, October 13  
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**Author:** Green, H.  
**URL:** <http://www.forbes.com/sites/work-in-progress/2013/01/09/winning-your-best-time-management-tool/>  
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**EI:041 Coach others**

**LAP**: LAP-EI-024 Bring Out the Best (Coaching Others)  
© **LAP:** 2014  
**NOTE:** This LAP is scheduled to be replaced by **LAP-EI-041** on or about 9.1.17.

**Curriculum Planning Level:** CS

**Objectives:**

a. Identify reasons to coach others.  
b. Describe characteristics of an effective coach.  
c. Explain behaviors that effective coaches should exhibit.  
d. Discuss a coaching process.  
e. Demonstrate procedures for coaching others.

**Activity:**

Instruct groups to create coaching agreements. Explain that students will each write a sentence or two describing how others can best coach them and how they can best coach others. Ask the groups to discuss the comments, ask for clarification if necessary, and determine if the requests are reasonable. Ideally, each group member will agree to the coaching contract and sign it. Post the agreements, and remind students to implement the coaching suggestions for the remainder of the semester.

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**Author:** Lussier, R.N., & Achua, C.F.  
**References:** [pp. 201-209]  
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**URL:** <http://www.valuesbasedleadershipjournal.com/issues/vol1issue1/dean.php>  
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**PD:077 Demonstrate problem-solving skills**

**LAP**: LAP-PD-077 No Problem (Demonstrating Problem-Solving Skills)  
© **LAP:** 2016

**Curriculum Planning Level:** CS

**Objectives:**

a. Define the term problem solving.  
b. Identify situations in which problem-solving skills are needed.  
c. Explain the importance of problem solving at work, in the community, and in personal life.  
d. Explain process/procedures for problem solving.  
e. Demonstrate process/procedures for problem solving.

**Activity:**

Display the list of potential time-management problems compiled by each group the day before. Have the class react and suggest solutions or alternatives for each problem so there is a reasonable resolution.

Do the same activity with the group due dates also compiled the day before. As a class, review the entire timeline and discuss any problems such as overlapping or unrealistic dates. Resolve problems and write finalized due dates on the large-group timeline. This will be the project timeline for the remainder of the semester.

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**Title:** School to career (9th ed.)  
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**Author:** Lehman, C.M. & Dufrene, D.D.  
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**URL:** <http://www.gdrc.org/decision/problem-solve.html>  
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**URL:** <https://targetjobs.co.uk/careers-advice/skills-and-competencies/300766-problem-solving-the-mark-of-an-independent-employee>  
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**EI:030 Show empathy for others**

**LAP**: LAP-EI-030 Have a Heart (Showing Empathy for Others)  
© **LAP:** 2017

**Curriculum Planning Level:** PQ

**Objectives:**

a. Define the following terms: empathy and sympathy.  
b. Distinguish between empathy and sympathy.  
c. Explain how empathy is developed.  
d. Describe benefits of showing empathy.  
e. Demonstrate ways to show empathy.

**Activity:**

Help students to identify individuals and/or groups of people who will benefit from the class’s service-learning project. Then, ask students to identify situations and project activities during which they will likely need to show empathy toward these project stakeholders. Finally, instruct students to identify ways in which they can show empathy during these situations and activities.

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**Author:** Rengo, R.  
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**EI:033 Exhibit cultural sensitivity**

**LAP**: LAP-EI-011 Getting to Know You (Cultural Sensitivity)  
© **LAP:** 2015  
**NOTE:** This LAP is scheduled to be replaced by **LAP-EI-033** on or about 1.1.18.

**Curriculum Planning Level:** CS

**Objectives:**

a. Explain why people need to value diversity.  
b. Discuss ways to exhibit diversity valuing.  
c. Explain how a person's frame of reference influences her/his behavior and attitudes.  
d. Describe causes of cultural insensitivity.  
e. Discuss issues associated with cultural sensitivity (e.g., etiquette, protocol, communication styles, negotiation approaches, etc.).  
f. Explain how cultural sensitivity can be acquired.  
g. Demonstrate how to exhibit cultural sensitivity.

**Activity:**

Tell students that they are to analyze and research the culture of an individual who is serving on or will be serviced by the class project. Tell them to identify and record ways that they could exhibit cultural sensitivity to that person. If possible, ask students to implement the identified techniques and to record the person’s reactions to their efforts. Have students write a reflection about how exhibiting cultural sensitivity can affect working relationships.

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**Author:** Bovée, C.L., & Thill, J.V.  
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**URL:** <http://smallbusiness.chron.com/cultural-sensitivity-skills-workplace-20375.html>  
**Copyright:** n.d.  
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**EI:005 Lead change**

**LAP**: LAP-EI-022 Start the Revolution (Leading Change)  
© **LAP:** 2014

**Curriculum Planning Level:** CS

**Objectives:**

a. Discuss the importance of leading change.  
b. Identify reasons for leading change.  
c. Explain why someone would be reluctant to lead change.  
d. Describe strategies to facilitate leading change.  
e. Cite ways to encourage others to follow your lead.  
f. Demonstrate procedures for leading change.

**Activity:**

Ask students to write responses to the following questions in their course notebooks: How are you trying to lead change through the class's service-learning project? Why? How will you know if you have succeeded? Will you always know if you’ve succeeded? Does it matter if you know whether or not you succeeded? Have students discuss their responses in small groups.

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**EI:060 Enlist others in working toward a shared vision**

**LAP**: LAP-EI-060 Vision Quest (Enlisting Others in Vision)  
© **LAP:** 2015

**Curriculum Planning Level:** CS

**Objectives:**

a. Define the term, shared vision.  
b. Distinguish between a shared vision and a shared goal.  
c. Explain how having a shared vision affects an organization.  
d. Describe behaviors that are associated with working toward a shared vision.  
e. Discuss techniques that can be used to enlist others in working towards a shared vision.  
f. Demonstrate procedures for enlisting others in working towards a shared vision.

**Activity:**

Ask students to analyze the class’s service-learning project idea and to develop a step-by-step procedure for enlisting others in working toward a shared vision of this idea. Have students compare their procedures with those of a classmate and select the procedures to present to the class.

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**OP:520 Monitor projects and take corrective actions**

**LAP:** LAP-OP-520© **LAP:** Scheduled for publication 2.1.18

**Curriculum Planning Level:** CS

**Objectives:**

a. Explain the importance of monitoring projects and taking corrective actions when necessary.  
b. Identify things to monitor in a project (e.g., progress, quality of work, communication, budget, etc.).  
c. Explain methods for monitoring projects (e.g., group meetings, emails, status reports).  
d. Explain corrective measures that can be taken when projects are off track (e.g., reassign tasks, modify schedules, reassess goals).  
e. Demonstrate how to monitor projects and take corrective actions.

**Activity:**

At least once per week, discuss the project's progress with the class, and check in/meet with individual work groups every two to three days. Review the project timeline with the class; assist students in solving problems as they arise; discuss each group's next steps; and aid students in revising due dates and/or reassigning tasks as necessary.

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**EI:012 Persuade others**

**LAP**: LAP-EI-121 Win Them Over (Persuading Others)  
© **LAP:** 2016

**Curriculum Planning Level:** SP

**Objectives:**

a. Explain the importance of being able to persuade others.  
b. Describe occasions for persuading others.  
c. Identify factors that determine a person's credibility with others.  
d. Explain techniques for persuading others.  
e. Demonstrate procedures for persuading others.

**Activity:**

Explain to students that the success of their project may involve the help of people who are not in their class. Discuss the fact that these people are not as enthusiastic about the project as the students are. Ask each group to discuss/role play positive strategies for how to promote the project and persuade others to help.

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**Author:** Marshall, L.B.  
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**URL:** <http://smallbusiness.chron.com/effective-persuasive-communication-56248.html>   
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**EI:008 Use appropriate assertiveness**

**LAP**: LAP-EI-018 Assert Yourself (Assertiveness)  
© **LAP:** 2016

**Curriculum Planning Level:** PQ

**Objectives:**

a. Define the following terms: assertiveness, passiveness, aggressiveness.  
b. Describe assertive behavior.  
c. Explain the importance of assertive behavior.  
d. Compare passive and aggressive behavior.  
e. Describe barriers to assertive behavior.  
f. Explain beliefs that contribute to assertive behavior.  
g. Describe ways to show verbal assertiveness.  
h. Explain ways to show nonverbal assertiveness.  
i. Demonstrate appropriate assertiveness.

**Activity:**

Ask each group member to assess the progress of the group overall and his/her individual progress. Explain that each group member will give and receive oral peer evaluations regarding positive accomplishments and areas where improvement is needed. Tell evaluators to focus on being direct, stating what they would like to see happen, and maintaining eye contact.

Encourage students to make note of the group’s comments, think them over, and prepare to make improvements where necessary.

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**Title:** Marketing essentials: Teacher wraparound edition  
**Author:** Farese, L.S., Kimbrell, G., & Woloszyk, C.A.  
**References:** (pp. 220-221)  
**Publisher:** Woodland Hills, CA: Glencoe/McGraw-Hill  
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**Author:** Kimbrell, G.  
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**URL:** <https://www.youtube.com/watch?v=wUeCoJNTsFY>   
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**EI:015 Use conflict-resolution skills**

**LAP**: LAP-EI-007 Stop the Madness (Conflict Resolution in Business)  
© **LAP:** 2013

**Curriculum Planning Level:** CS

**Objectives:**

a. Define the terms conflict and conflict resolution.  
b. Describe constructive ways that conflict can affect people.  
c. Explain destructive effects of conflict on people.  
d. Describe conflict's stages of development.  
e. Explain types of conflict.  
f. Explain the causes of conflict.  
g. Describe steps for conflict resolution.  
h. Demonstrate procedures for using conflict-resolution skills.

**Activity:**

Using the project timeline, ask students to assess what goals have been accomplished and which ones have not been completed. Discuss what still needs to get done or what needs to be changed to complete the project. Let the class decide how to resolve the issues and how to get the last tasks accomplished as efficiently as possible.

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**Author:** Bovée, C.L., & Thill, J.V.  
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**Author:** Lussier, R.N., & Achua, C.F.  
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**References:** [pp. 247-261]  
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**Publisher:** New York: McGraw-Hill/Irwin  
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**Author:** Clark, B., Basteri, C.G., Gassen, C., & Walker, M.  
**References:** [pp. 569-570]  
**Publisher:** Tinley Park, IL: Goodheart-Willcox.  
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**Author:** Littrell, J.J., Lorenz, J.H., & Smith, H.T.  
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**Author:** Farese, L.S., Kimbrell, G., & Woloszyk, C.A.  
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**Author:** Berman, L.J.  
**URL:** <http://www.mediate.com/articles/bermanlj3.cfm>  
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**EI:006 Demonstrate adaptability**

**LAP**: LAP-EI-023 Go With the Flow (Demonstrating Adaptability)  
© **LAP:** 2014

**Curriculum Planning Level:** CS

**Objectives:**

a. Distinguish between adaptability and flexibility.  
b. Describe the importance of adaptability.  
c. Cite occasions when adaptability is crucial.  
d. Discuss potential results if adaptability is not demonstrated.  
e. Demonstrate adaptability.

**Activity:**

Ask students to identify as many situations as possible that did not turn out as they had planned. Ask students to role play situations they adapted to appropriately. (Example: Bad weather for an outdoor event; a group member who is frequently absent, etc.)

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**Title:** Leadership: Theory, application, & skill development (4th ed.)  
**Author:** Lussier, R.N., & Achua, C.F.  
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**Publisher:** Mason, OH: South-Western Cengage Learning  
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**Author:** DuBrin, A.   
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**Author:** Neilson, S.   
**URL:** <http://www.scottneilson.com/?p=21>  
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**URL:** <https://www.youtube.com/watch?v=XdNt2tUNmtE>  
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**Author:** Rykrsmith, E.  
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**Author:** Wolinski, S.  
**URL:** <http://managementhelp.org/blogs/leadership/2011/01/12/adaptability-and-resiliency-in-leadership/>   
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**EI:027 Develop an achievement orientation**

**LAP**: LAP-EI-010 High Hopes (Developing an Achievement Orientation)  
© **LAP:** 2015  
**NOTE:** This LAP is scheduled to be replaced by **LAP-EI-027** on or about 2.1.18.

**Curriculum Planning Level:** CS

**Objectives:**

a. Describe standards of excellence involved in an achievement orientation (e.g., competitiveness, improvement, results, trying something new).  
b. Discuss behaviors associated with achievement orientation.  
c. Explain the relationship between leadership and achievement orientation.  
d. Discuss possible results of high achievement orientation.  
e. Demonstrate procedures for developing an achievement orientation.

**Activity:**

Have students analyze the activities in their lives to identify one for which they have an achievement orientation. Ask students to determine how that achievement orientation could be applied to the class’s service-learning project. Tell students to write an explanation of that application and submit it to you for review.

**Reference Books**

**Title:** Leadership: Theory, application, & skill development (4th ed.)  
**Author:** Lussier, R.N., & Achua, C.F.  
**References:** [pp. 35, 42-43, 47, 85-86, 164, 377]  
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**OP:521 Evaluate project success**

**LAP:** LAP-OP-521© **LAP:** Scheduled for publication 3.1.18

**Curriculum Planning Level:** CS

**Objectives:**

a. Explain reasons for evaluating project success.  
b. Discuss individuals to involve when evaluating project success.  
c. Identify aspects of a project to consider when evaluating its success (e.g., schedule, scope, budget, team satisfaction, customer satisfaction, quality of work).  
d. Describe techniques for evaluating project success.  
e. Demonstrate techniques for evaluating project success.

**Activity:**

Divide the class into groups of four. Working in these small groups, students should evaluate the results of the class’s service-learning project to determine whether project objectives were met. Each group should also identify changes that it would make if it were able to do the project again. As a class, discuss the groups’ responses.

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**References:** (pp. 404-408)  
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**Author:** Kloppenborg, T.J.  
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**Publisher:** Stamford, CT: Cengage Learning  
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**Title:** 90 days to success as a project manager  
**Author:** Sanghera  
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**Title:** How to measure a project's success.  
**Author:** Bell, E.  
**URL:** <http://smallbusiness.chron.com/measure-projects-success-44005.html>  
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**Author:** Evaluation Toolbox  
**URL:** <http://evaluationtoolbox.net.au/index.php?option=com_content&view=article&id=11&Itemid=17>  
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**Author:** Evaluation Toolbox  
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**Title:** 6 ways to measure the success of any project.  
**Author:** Pozin, I.  
**URL:** <http://www.inc.com/ilya-pozin/6-ways-to-measure-the-success-of-any-project.html>  
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**EI:014 Recognize/Reward others for their efforts and contributions**

**LAP:** LAP-EI-141 Gimme Five (Recognizing/Rewarding Others)© **LAP:** 2017

**Curriculum Planning Level:** SP

**Objectives:**

a. Explain the importance of recognizing or rewarding others for their efforts or contributions.  
b. Distinguish between recognition and rewards.  
c. Describe techniques for recognizing or rewarding others.  
d. Demonstrate contribution recognition.

**Activity:**

Help the class to identify individuals and organizations who should be recognized for their contributions to, support of, or participation in the class’s service-learning project. After developing this list, ask students to determine methods for recognizing and rewarding these people and organizations for their efforts. Lastly, assist students in carrying out their plans to recognize and reward these people and organizations.

**Reference Books**

**Title:** Leadership: Theory, application, & skill development (4th ed.)  
**Author:** Lussier, R.N., & Achua, C.F.  
**References:** [pp. 79-80, 85, 88-89, 82, 97-98, 113]  
**Publisher:** Mason, OH: South-Western Cengage Learning  
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**Title:** Organizational behavior: Managing people and organizations (9th ed.)  
**Author:** Griffin, R.W., & Moorhead, G.  
**References:** [pp. 150-157]  
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**References:** [pp. 77-78, 198, 225-252, 294-297, 310-311, 364, 427-428]  
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**Author:** Ivancevich, J.M., Konopaske, R., & Matteson, M.T.  
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**Author:** Heathfield, S.   
**URL:** <https://www.thebalance.com/leadership-rewards-and-recognition-1918613>  
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**Author:** Heathfield, S.  
**URL:** <https://www.thebalance.com/the-power-of-positive-employee-recognition-1919054>  
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**Author:** Heathfield, S.  
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**Author:** HR360 Inc.  
**URL:** <https://www.youtube.com/watch?v=Zj7yLvXRDUg>  
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**Title:** The importance of giving credit.  
**Author:** Jain, S.  
**URL:** <https://hbr.org/2014/03/the-importance-of-giving-credit>   
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**Accessed on:** 2017-05-11

**Title:** The ripple effect of employee recognition.[Video].  
**Author:** Maritz Motivation Studies  
**URL:** <https://www.youtube.com/watch?v=xY4PZIp51qc>   
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**Accessed on:** 2017-05-11

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**Author:** Ragan, T.  
**URL:** <https://www.youtube.com/watch?v=NWv1VdDeoRY>   
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**Author:** Resh, R.   
**URL:** <http://www.ovationincentives.com/blog-and-news-home/introduction-to-employee-incentive-and-reward-schemes/>   
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**Author:** Saunderson, R.  
**URL:** <http://www.incentivemag.com/Strategy/Ask-the-Experts/Roy-Saunderson/Top-10-Differences-Between-Rewards-and-Recognition/>   
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**Author:** Stapleton, S.   
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**Author:** The Maritz Institute.  
**URL:** <https://www.maritz.com/~/media/Files/MaritzDotCom/White%20Papers/Motivation/White_Paper_The_Science_of_Giving_Recognition1.pdf>   
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**CO:025 Make oral presentations**

**LAP**: LAP-CO-025 Well Said! (Making Oral Presentations)  
© **LAP:** 2017

**Curriculum Planning Level:** SP

**Objectives:**

a. Identify occasions when oral presentations are required.  
b. Explain the importance of communication skills in oral presentations.  
c. Describe characteristics of effective oral presentations.  
d. Discuss the role of visual support in making oral presentations.  
e. Demonstrate procedures for making oral presentations.

**Activity:**

Have each committee synthesize its contribution to the overall project. Ask them to reflect on how they worked as a group, what worked well, what could have worked better, and what they learned from the project. With all committee members participating, have the committees present their reflections orally to the class.

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**Author:** Bovée, C.L., & Thill, J.V.  
**References:** [pp. 498-517]  
**Publisher:** Upper Saddle River, NJ: Pearson Prentice Hall  
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**Title:** Business communication (16th ed.)  
**Author:** Lehman, C. & DuFrene, D.  
**References:** [pp. 444-446]  
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**Copyright:** 2011

**Title:** Fundamentals of business communication  
**Author:** Roberts, S.J.  
**References:** [pp. 279-284}  
**Publisher:** Tinley Park, IL: Goodheart-Willcox.  
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**Title:** Chapter 3: Presentation tips for public speaking.  
**Author:** A Research Guide for Students.  
**URL:** <http://www.aresearchguide.com/3tips.html>  
**Copyright:** 2014  
**Accessed on:** 2017-05-11

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**Author:** Anderson, G.  
**URL:** <http://managementhelp.org/communicationsskills/public-speaking.htm>   
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**Title:** Effective oral presentations.  
**Author:** CIRT.  
**URL:** <https://cirt.gcu.edu/research/developmentresources/tutorials/oralpresent>  
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**Title:** Big dog and little dog's performance juxtaposition—presentations.  
**Author:** Clark, D.  
**URL:** <http://www.nwlink.com/~donclark/leader/leadpres.html>  
**Copyright:** 2015, October 08  
**Accessed on:** 2017-05-11

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**Author:** Dlugan, A.  
**URL:** <http://sixminutes.dlugan.com/ethos-pathos-logos/>  
**Copyright:** 2010, January 24  
**Accessed on:** 2017-05-11

**Title:** Oral presentation—A how-to guide. [Video].  
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**Accessed on:** 2017-05-11

**Title:** Oral presentations techniques. [Video].  
**Author:** Heritage College.  
**URL:** <https://www.youtube.com/watch?v=esHfJOH_0VE>  
**Copyright:** 2010, July 21  
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**Author:** Jacobs, L.F. & Hyman, J.S.  
**URL:** <https://www.usnews.com/education/blogs/professors-guide/2010/02/24/15-strategies-for-giving-oral-presentations>   
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**Accessed on:** 2017-05-11

**Title:** 20 ways to improve your presentation skills.  
**Author:** Kim, L.  
**URL:** <http://www.wordstream.com/blog/ws/2014/11/19/how-to-improve-presentation-skills>  
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**Accessed on:** 2017-05-11

**Title:** 10 common presentation mistakes.  
**Author:** Mind Tools Editorial Team.  
**URL:** <https://www.mindtools.com/pages/article/presentation-mistakes.htm>  
**Copyright:** 1996-2017  
**Accessed on:** 2017-05-11

**Title:** Better public speaking.  
**Author:** Mind Tools Editorial Team.  
**URL:** <https://www.mindtools.com/CommSkll/PublicSpeaking.htm>  
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**Title:** How to avoid death by PowerPoint  
**Author:** Phillip, D.  
**URL:** https://www.youtube.com/watch?v=Iwpi1Lm6dFo  
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**Author:** Wyeth, S.  
**URL:** <http://www.inc.com/sims-wyeth/4-ways-be-more-persuasive.html>  
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**Accessed on:** 2017-05-11

**EI:003 Explain the use of feedback for personal growth**

**LAP**: LAP-EI-015 Grin and Bear It (Using Feedback for Personal Growth)  
© **LAP:** 2016

**Curriculum Planning Level:** PQ

**Objectives:**

a. Define the terms feedback, positive feedback, negative feedback, constructive criticism, destructive criticism, and defensiveness.  
b. Describe the value of feedback to individuals.  
c. Identify sources of feedback.  
d. Distinguish between positive and negative feedback.  
e. Explain the purpose of criticism.  
f. Describe types of negative feedback.  
g. Describe guidelines for responding to criticism in a constructive manner.

**Activity:**

Ask students to refer back to the personal strengths and weaknesses that they identified and recorded in their notebooks earlier in the course. Have classmates give each other feedback by discussing growth they observed during the course. Also comment specifically on weaknesses students worked to overcome and new strengths that emerged. Instruct each student to consider this feedback and then write a reflection on how her/his strengths and weaknesses changed during the course. Ask students to submit their reflections to receive additional feedback.

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**Author:** Bovée, C.L., & Thill, J.V.  
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**Author:** Lussier, R.N., & Achua, C.F.  
**References:** [pp. 97, 197-205, 252, 259-260]  
**Publisher:** Mason, OH: South-Western Cengage Learning  
**Copyright:** 2010

**Title:** The leadership experience (4th ed.)  
**Author:** Daft, R.L.  
**References:** [pp. 210-213]  
**Publisher:** Mason, OH: Thomson/South-Western  
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**Title:** Leadership: Research findings, practice, and skills (6th ed.)  
**Author:** DuBrin, A.  
**References:** [pp. 23, 102, 110-112, 303, 337, 457-458]  
**Publisher:** Mason, OH: South-Western Cengage Learning  
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**Title:** Human relations in organizations: Applications and skill building (7th ed.)  
**Author:** Lussier, R.N.  
**References:** [p. 210]  
**Publisher:** New York: McGraw-Hill/Irwin  
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**Title:** The complete idiot's guide to career advancement  
**Author:** Dorio, M.  
**References:** (pp. 27-28, 30)  
**Publisher:** Indianapolis: Penguin Group  
**Copyright:** 2009

**Title:** Essentials of management (8th ed.)  
**Author:** DuBrin, A.   
**References:** [pp. 222, 410-411, 426-427]  
**Publisher:** Mason, OH: South-Western Cengage Learning  
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**Title:** School to career (9th ed.)  
**Author:** Littrell, J.J., Lorenz, J.H., & Smith, H.T.  
**References:** [p. 63]  
**Publisher:** Tinley Park, IL: Goodheart-Willcox.  
**Copyright:** 2012

**Title:** Business communication (16th ed.)  
**Author:** Lehman, C.M. & Dufrene, D.D.  
**References:** [ pp. 7, 34, 247]  
**Publisher:** Mason, OH: South-Western Cengage Learning  
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**Author:** Kimbrell, G.  
**References:** [pp. 89, 132-133, 170]  
**Publisher:** Columbus, OH: McGraw-Hill Education  
**Copyright:** 2012

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**Title:** Accepting constructive criticism [Video].  
**Author:** Buchanan, K.  
**URL:** <https://www.youtube.com/watch?v=EvjSNvc8cxw>  
**Copyright:** 2014, October 18  
**Accessed on:** 2017-05-11

**Title:** Criticism: Bash or boost?—Turning gripes into growth.  
**Author:** Fripp, P.  
**URL:** <http://www.fripp.com/art.criticism.html>  
**Copyright:** 2017  
**Accessed on:** 2017-05-11

**Title:** Taking constructive criticism like a champ.  
**Author:** Lindsay, N.  
**URL:** <https://www.themuse.com/advice/taking-constructive-criticism-like-a-champ>  
**Copyright:** n.d.  
**Accessed on:** 2017-05-11

**Title:** How to deal with criticism in your life. [Video].  
**Author:** Lott, K.  
**URL:** <https://www.youtube.com/watch?v=ROeTka2DjHg>   
**Copyright:** 2016, May 6  
**Accessed on:** 2017-05-11

**Title:** The importance, benefits, and fundamentals of providing feedback in sales.  
**Author:** Moore, K.   
**URL:** <http://www.eyesonsales.com/content/article/the_importance_benefits_and_fundamentals_of_providing_feedback_in_sales/>  
**Copyright:** 2009, December 5  
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**Title:** How can I learn to accept constructive criticism?  
**Author:** Tatum, M. & Harris, B.  
**URL:** <http://www.wisegeek.com/how-can-i-learn-to-accept-constructive-criticism.htm>  
**Copyright:** 2017, April 08  
**Accessed on:** 2017-05-11

**Title:** Receiving constructive feedback.  
**Author:** Wintink, M.  
**URL:** <http://www.ultimaterob.com/2011/09/14/receiving-constructive-feedback/>  
**Copyright:** 2011, September 14  
**Accessed on:** 2017-05-11

***Leadership* LAP List**

Section 5

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Performance  Indicator #** | **LAP #** | **Level** | **LAP Title** | **Available** |
| **CO:119** | LAP-QS-024 | PQ | Simon Says. . . (Following Directions) | Now |
| **CO:017** | LAP-QS-001  (LAP-CO-017) | PQ | Listen Up (Active Listening Skills) | Now  (10.1.17) |
| **CO:053** | LAP-QS-029 | CS | Put In Your Two Cents (Participating in Group Discussions) | Now |
| **CO:025** | LAP-CO-025 | SP | Well Said! (Making Oral Presentations) | Now |
| **EI:001** | LAP-EI-001 | PQ | EQ and You (Emotional Intelligence) | Now |
| **EI:002** | LAP-EI-017 | PQ | Assess for Success (Assessing Personal Strengths and Weaknesses) | Now |
| **EI:004** | LAP-EI-004 | PQ | Work Right (Demonstrating Ethical Work Habits) | Now |
| **EI:003** | LAP-EI-015 | PQ | Grin and Bear It (Using Feedback for Personal Growth) | Now |
| **EI:030** | LAP-EI-030 | PQ | Have a Heart (Showing Empathy for Others) | Now |
| **EI:033** | LAP-EI-011  (LAP-EI-033) | CS | Getting to Know You (Cultural Sensitivity) | Now  (1.1.18) |
| **EI:007** | LAP-EI-140 | PQ | More Than Just Talk (Effective Communication) | Now |
| **EI:012** | LAP-EI-121 | SP | Win Them Over (Persuading Others) | Now |
| **EI:062** | LAP-EI-008  (LAP-EI-062) | SP | Make It a Win-Win (Negotiation in Business) | Now  (2.1.18) |
| **EI:008** | LAP-EI-018 | PQ | Assert Yourself (Assertiveness) | Now |
| **EI:015** | LAP-EI-007 | CS | Stop the Madness (Conflict Resolution in Business) | Now |
| **EI:045** | LAP-EI-045 | CS | Team Up (Participating as a Team Member) | Now |
| **EI:011** | LAP-EI-019 | SP | It’s a Group Thing (Consensus Building) | Now |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Performance  Indicator #** | **LAP #** | **Level** | **LAP Title** | **Available** |
| **EI:009** | LAP-EI-016 | CS | Lead the Way (Concept of Leadership) | Now |
| **EI:063** | LAP-EI-063 | CS | Picture This! (Determining Personal Vision) | Now |
| **EI:006** | LAP-EI-023 | CS | Go With the Flow (Demonstrating Adaptability) | Now |
| **EI:027** | LAP-EI-010  (LAP-EI-027) | CS | High Hopes (Developing an Achievement Orientation) | Now  (2.1.18) |
| **EI:005** | LAP-EI-022 | CS | Start the Revolution (Leading Change) | Now |
| **EI:060** | LAP-EI-060 | CS | Vision Quest (Enlisting Others in Vision) | Now |
| **EI:041** | LAP-EI-024  (LAP-EI-041) | CS | Bring Out the Best (Coaching Others) | Now  (9.1.17) |
| **EI:014** | LAP-EI-141 | SP | Gimme Five (Recognizing/Rewarding Others) | Now |
| **OP:519** | LAP-OP-519 | CS | Plan project | 1.1.18 |
| **OP:520** | LAP-OP-520 | CS | Monitor projects, and take corrective actions | 2.1.18 |
| **OP:521** | LAP-OP-521 | CS | Evaluate project success | 3.1.18 |
| **OP:003** | LAP-QS-019  (LAP-OP-TBD) | SP | Get What You Need (Identifying Resources) | Now  (12.1.17) |
| **PD:018** | LAP-PD-016 | CS | Go for the Goal (Goal Setting) | Now |
| **PD:017** | LAP-PD-010 | CS | Weigh Your Options (Decision Making in Business) | Now |
| **PD:077** | LAP-PD-077 | CS | No Problem (Demonstrating Problem-Solving Skills) | Now |
| **PD:012** | LAP-PD-012 | SP | Imagine That (Demonstrating Creativity) | Now |
| **PD:019** | LAP-PD-001 | SP | About Time (Time Management) | Now |

**High School of Business™**

**Course Sequence**

Appendix A

**Leadership   
Optional Course**  
*Leadership,* a project-based leadership course, develops student understanding and skills in such areas as communication skills, emotional intelligence, operations, and professional development. Students acquire an understanding and appreciation of the need for leadership skills. To encourage immediate implementation of leadership skills, *Leadership* utilizes an on-going service-learning project for course delivery and reinforcement. The course content is sequenced for students to identify, plan, implement, and evaluate a service-learning project based on the needs of their community/school. Throughout the course, students are presented problem-solving situations for which they must apply academic and critical-thinking skills. Formal reflection is an on-going component of the course.

Recommended**:** 9th grade

**Wealth Management  
Optional Course**  
*Wealth Management* is an accelerated financial literacy course in which High School of Business™ students actively learn to manage and build personal wealth. Students develop an understanding of the relationship between economics and wealth management, set personal and financial goals, establish a personal budget, manage personal finances, explore methods of generating income, determine insurance needs, and acquire investing skills and knowledge. To demonstrate their mastery of such financial literacy skills and knowledge, students engage in an intensive project to educate those around them (e.g., fellow high school students, adult members of the community, etc.) about wealth management, its importance, and its impact upon a person’s overall success in life.  
Recommended: 9th grade  
  
  
**Principles of Business  
Course #1**  
*Principles of Business*, a project-based business course, develops student understanding and skills in such areas as business law, economics, financial analysis, human resources management, information management, marketing, operations, and strategic management. Through the use of three projects, students acquire an understanding and appreciation of the business world. They develop a business analysis report, conduct an environmental scan of the local business community, and investigate business activities. Current technology will be used to acquire information and to complete the projects. Throughout the course, students are presented problem-solving situations for which they must apply academic and critical-thinking skills. Formal reflection is an on-going component of the course.

Required: 10th grade

**Business Economics   
Course #2**  
In *Business Economics*, a project-based business course, students expand their understanding that businesses are influenced by external factors that are often beyond their control. Consumer spending, government policies, economic conditions, legal issues, and global competition are addressed through practical, current applications to everyday societal and business life. Students develop their knowledge and skills in such areas as economics, entrepreneurship, and professional development.

Required: 10th grade

**Principles of Marketing  
Course #3**  
*Principles of Marketing* is a project-based business course that develops student understanding and skills in the functional areas of channel management, marketing-information management, market planning, pricing, product/service management, promotion, and selling. Students acquire an understanding and appreciation of each of the marketing activities.

Required: 11th grade

**Principles of Finance  
Course #4**  
*Principles of Finance* furthers student understanding of two specific business activities—accounting and finance—that were introduced in an earlier *High School of Business™* course, *Principles of Business*. Through team activities and a semester-long corporate investment project, students make connections between accounting and finance. Students acquire an understanding of financial statements, calculate financial ratios, and make corporate financial management decisions based on their analysis of that financial data. In addition, students apply the concepts of operating and overhead costs, internal accounting controls, and budgets to their class business. Lastly, cost/benefit analysis is introduced as an element of financial planning and decision-making.

Required: 11th or 12th grade

**Principles of Management   
Course #5**  
*Principles of Management* furthers student understanding of management that was introduced in an earlier High School of Business™ course, *Principles of Business*. Through individual and team activities and a semester-long project, students make connections between management and business success. Students acquire an understanding of legal and ethical issues associated with management; initiate, plan, implement and control, and close a project; motivate team members; delegate work; develop a chain of command; coordinate work efforts; and interpret statistical findings.  
Required: 11th or 12th grade

**Business Strategies  
Course #6**  
*Business Strategies,* which is the capstone course for the High School of Business™ program, develops student understanding and skills in such areas as business law, entrepreneurship, financial analysis, human resources management, and strategic management. By planning, organizing, staffing, directing, leading, and controlling business activities, students acquire a realistic understanding of what is required to open and successfully run a business. They conduct situational, market, and competitive analyses; select a target market; develop a business plan; recruit, interview, select, and hire staff; supervise staff; control use of resources; and evaluate the results of the business effort. Throughout the course, students make decisions and use problem-solving skills. Formal reflection is an on-going component of the course.

Required: 12th grade

***Leadership***

**Performance Indicators**

Appendix B

**Instructional Area: Communication Skills (CO)**

**Performance Element: Apply active listening skills to demonstrate understanding of what is being said.**

**Performance Indicators:**

CO:119 Follow oral directions (PQ) LAP-QS-024

CO:017 Demonstrate active listening skills (PQ) LAP-QS-001[[19]](#footnote-19)

**Performance Element: Apply verbal skills to obtain and convey information.**

**Performance Indicators:**

CO:083 Give verbal directions (PQ)

CO:061 Defend ideas objectively (CS)

CO:053 Participate in group discussions (CS) LAP-QS-029

CO:025 Make oral presentations (SP) LAP-CO-025  
  
  
**Instructional Area: Emotional Intelligence (EI)**

**Performance Element: Foster self-understanding to recognize the impact of personal feelings on others.**

**Performance Indicators:**

EI:001 Describe the nature of emotional intelligence (PQ) LAP-EI-001

EI:002 Assess personal strengths and weaknesses (PQ) LAP-EI-017

**Performance Element: Apply ethics to demonstrate trustworthiness.**

**Performance Indicators:**

EI:004 Demonstrate ethical work habits (PQ) LAP-EI-004

**Performance Element: Exhibit techniques to manage emotional reactions to people and situations.**

**Performance Indicators:**

EI:003 Explain the use of feedback for personal growth (PQ) LAP-EI-015

**Performance Element: Identify with others' feelings, needs, and concerns to enhance interpersonal relations.**

**Performance Indicators:**

EI:030 Show empathy for others (PQ) LAP-EI-030

EI:033 Exhibit cultural sensitivity (CS) LAP-EI-011[[20]](#footnote-20)

**Instructional Area: Emotional Intelligence (EI)** (cont’d)

**Performance Element: Use communication skills to foster open, honest communications.**

**Performance Indicators:**

EI:007 Explain the nature of effective communications (PQ) LAP-EI-140

**Performance Element: Use communication skills to influence others.**

**Performance Indicators:**

EI:012 Persuade others (SP) LAP-EI-121

EI:062 Demonstrate negotiation skills (SP) LAP-EI-008[[21]](#footnote-21)

**Performance Element: Manage stressful situations to minimize potential negative impact.**

**Performance Indicators:**

EI:008 Use appropriate assertiveness (PQ) LAP-EI-018

EI:015 Use conflict-resolution skills (CS) LAP-EI-007

**Performance Element: Implement teamwork techniques to accomplish goals.**

**Performance Indicators:**

EI:045 Participate as a team member (CS) LAP-EI-045

EI:011 Use consensus-building skills (SP) LAP-EI-019

**Performance Element: Employ leadership skills to achieve workplace objectives.**

**Performance Indicators:**

EI:009 Explain the concept of leadership (CS) LAP-EI-016

EI:074Discuss the nature of leadership theories (SP)

EI:063 Determine personal vision (CS) LAP-EI-063

EI:006 Demonstrate adaptability (CS) LAP-EI-023

EI:027 Develop an achievement orientation (CS) LAP-EI-010[[22]](#footnote-22)

EI:005 Lead change (CS) LAP-EI-022

EI:060 Enlist others in working toward a shared vision (CS) LAP-EI-060

EI:041 Coach others (CS) LAP-EI-024[[23]](#footnote-23)

EI:014 Recognize/Reward others for their efforts and contributions (SP) LAP-EI-141

**Instructional Area: Operations (OP)**

**Performance Element: Utilize project-management skills to improve workflow and minimize costs.**

**Performance Indicators:**

OP:519 Plan project (CS) LAP-OP-519[[24]](#footnote-24)

OP:520 Monitor projects and take corrective actions (CS) LAP-OP-520[[25]](#footnote-25)

OP:521 Evaluate project success (CS) LAP-OP-521[[26]](#footnote-26)

OP:003 Identify resources needed for project (SP) LAP-QS-019[[27]](#footnote-27)

**Instructional Area: Professional Development (PD)**

**Performance Element:** Acquire self-development skills to enhance relationships and improve efficiency in the work environment.

**Performance Indicators:**

PD:018 Set personal goals (CS) LAP-PD-016

**Performance Element: Utilize critical-thinking skills to determine best options/outcomes.**

**Performance Indicators:**

PD:017 Make decisions (CS) LAP-PD-010

PD:077 Demonstrate problem-solving skills (CS) LAP-PD-077

PD:012 Demonstrate appropriate creativity (SP) LAP-PD-012

PD:019 Use time-management skills (SP) LAP-PD-001

**Integrated Performance Indicators**The following performance indicators will be used to carry out the *Leadership* service-learning project. However, they are not addressed directly in course content. These performance indicators should be addressed formally using rubrics and/or informally through observation.

**Instructional Area: Communication Skills (CO)**

**Performance Element: Read to acquire meaning from written material and to apply the information to a task.**

**Performance Indicators:**

Identify sources that provide relevant, valid written material (CO:054) (PQ)

Extract relevant information from written materials (CO:055) (PQ)

**Performance Element: Apply verbal skills to obtain and convey information.**

**Performance Indicators:**

Ask relevant questions (CO:058) (PQ)

Interpret others’ nonverbal cues (CO:059) (PQ)

Provide legitimate responses to inquiries (CO:060) (PQ)

Employ communication styles appropriate to target audience (CO:084) (CS)

**Performance Element: Record information to maintain and present a report of business activity.**

**Performance Indicators:**

Utilize note-taking strategies (CO:085) (CS)

Organize information (CO:086) (CS)

Select and use appropriate graphic aids (CO:087) (CS)

**Instructional Area: Emotional Intelligence (EI)**

**Performance Element: Develop personal traits to foster career advancement.**

**Performance Indicators:**

Identify desirable personality traits important to business (EI:018, LAP-EI-009) (PQ)

Exhibit self-confidence (EI:023) (PQ)

Demonstrate interest and enthusiasm (EI:020) (PQ)

Demonstrate initiative (EI:024, LAP-EI-002) (PQ)

**Performance Element: Apply ethics to demonstrate trustworthiness.**

**Performance Indicators:**

Demonstrate honesty and integrity (EI:022, LAP-EI-138) (PQ)

Demonstrate responsible behavior (EI:021, LAP-EI-021) (PQ)

**Instructional Area: Emotional Intelligence (EI)** (cont’d)

**Performance Element: Exhibit techniques to manage emotional reactions to people and situations.**

**Performance Indicators:**

Exhibit a positive attitude (EI:019, LAP-EI-003) (PQ)

Demonstrate self-control (EI:025, LAP-EI-014) (PQ)

Adjust to change (EI:026) (PQ)

**Performance Element: Manage internal and external business relationships to foster positive interactions.**

**Performance Indicators:**

Treat others with dignity and respect (EI:036, LAP-EI-036) (PQ)

Foster positive working relationships (EI:037, LAP-EI-037) (CS)

**Instructional Area: Information Management (NF)**

**Performance Element: Use information literacy skills to increase workplace efficiency and effectiveness.**

**Performance Indicators:**

Assess information needs (NF:077) (CS)

Obtain needed information efficiently (NF:078) (CS)

Evaluate quality and source of information (NF:079) (CS)

Apply information to accomplish a task (NF:080) (CS)

Store information for future use (NF:081) (CS)

**Performance Element: Utilize information-technology tools to manage and perform work responsibilities.**

**Performance Indicators:**

Demonstrate basic e-mail functions (NF:004) (PQ)

Demonstrate personal information management/productivity applications (NF:005) (PQ)

Demonstrate basic web-search skills (NF:006) (PQ)

Demonstrate basic word processing skills (NF:007) (PQ)

Demonstrate basic presentation applications (NF:008) (PQ)

**High School of Business™**

**Online National Exam Information**

Appendix C

**Overview: High School of Business™ Exams**

High School of Business™ (HSB) end-of-course exam and pre-course exams are comprised of test questions that require students to think and move beyond the simple regurgitation of information. Hence, HSB™ exams contain higher-level questions and generally do not focus on definitions. Each test question relates to a specific performance indicator from the course and tests significant content, such as how to perform a process, the advantages or disadvantages of something, the identification of an appropriate example of a concept, etc. Test items use simple sentences and easy-to-understand words so that students do not have to guess at what they have been asked.

Each test item consists of a stem and four alternatives. The stem presents a self-contained question or problem to give students a complete frame of reference. In fact, the bulk of an item’s content is usually contained in the stem in an effort to keep alternatives brief. Each test item is stated in a question or completion format (with the blank coming at or near the end of the statement for completion items), and some questions are phrased so that they call for a yes or no answer plus an explanation. As a general rule, negatively-stated stems are avoided. Distractors (wrong answers) are typically plausible but not defensible. All of the above and none of the above alternatives do not appear on HSB™ exams.

Final exams consist of 100 multiple-choice items. Pre-tests include 50 multiple-choice items. 

***Leadership* Exam Specifications**

Weight of exam by instructional area:

|  |  |  |
| --- | --- | --- |
| CO | Communication Skills | 15% |
| EI | Emotional Intelligence | 60% |
| OP | Operations | 11% |
| PD | Professional Development | 14% |

**WebXam Policies and Procedures Manual**

For the WebXam Manual, go to [www.mbaresearch.org/hsb](http://www.mbaresearch.org/hsb):

1. Click on “For Participating Schools”
2. Click on “Administering the Program”
3. Select *WebXam Manual* and *Policies and Procedures for Proctoring HSB Exams*

Prior to your scheduled exam, select the *Proctor Registration form* on this same page and submit it electronically to MBA Research.

Immediately following the exam, the proctor selects the *Exam Certification form* on this same page and submits it electronically to MBA Research.

**High School of Business™**

**National College Credit Agreements**

Appendix D

The following material appears in the *Principles of Business* course guide (introduction to Project 4: Business to the Rescue!). It is recommended that students be reminded of the opportunity for credit through Bowling Green State University, Bellevue University, University of Northern Colorado, Metropolitan State University of Denver, and Valley City State University throughout their experience in *High School of Business™.*

Students in the *High School of Business™* program are eligible for up to nine credits through Bowling Green State University (BGSU) in Bowling Green, Ohio; Bellevue University in Bellevue, Nebraska; University of Northern Colorado in Greeley, Colorado; Metropolitan State University of Denver in Denver, Colorado; and Valley City State University of Valley City, North Dakota.

To familiarize students with these opportunities, please do the following:

1. Download, print, and send home copies of flyers about the different national college credit agreements and the process for receiving credit from each university. The flyers are located on the [College Credit Opportunities page](https://www.mbaresearch.org/index.php/component/k2/item/504) of our website: [www.MBAResearch.org/HSB](http://www.MBAResearch.org/HSB).

(If clicking directly on the link in this Word document doesn’t work, type [www.MBAResearch/HSB](http://www.MBAResearch/HSB) into your web browser and click on ‘College Credit Opportunities’ in the menu.)

1. Show the following videos in class:

Bowling Green State University (BGSU):

* + High School of Business™ alumni and current BGSU students share their experiences: <http://www.youtube.com/watch?v=lBBlQ1Ex1s4>
  + BGSU’s College of Business Administration focuses on interactive learning (similar to the project-based learning used in HSB) <http://www.youtube.com/watch?v=NpiwtKjadY8>
  + Overview of the College of Business at BGSU <https://www.youtube.com/watch?v=DrnWrmf4hmY>

Bellevue University:

* + Benefits of studying business administration at Bellevue University  
    <https://www.youtube.com/watch?v=qMaqvRoPV_U>

University of Northern Colorado (UNC):

* + How to Get a Great Business Education at University of Northern Colorado <https://www.youtube.com/watch?v=rPmaNEWqnGY>
  + Overview of the College of Business at UNC <https://www.youtube.com/watch?v=Vw_fnzwNv0c>

Metropolitan State University of Denver (MSU Denver):

* Overview of MSU Denver  
  <https://www.youtube.com/watch?v=VbVyZw-HmNY>

Valley City State University (VCSU):

* Overview of VCSU’s Division of Business and Information Technology  
  <https://www.youtube.com/watch?v=HIcayJpS4-4&index=4&list=PL0827E9205AE434B9>

You may also consider sharing this information with parents during an open house or similar event.

**High School of Business™**

**Online Portfolio Tutorial**

Appendix E

Your High School of Business™ program provides you with knowledge and experience that set you apart from your peers. You can easily share what you’ve learned with colleges and employers by creating an online portfolio. Your personalized portfolio is created using a High School of Business™ template available through Google Sites. The template includes a page for each course in the program as well as space for your résumé and other information you’d like to share with colleges and employers.

Use the following instructions to create your personalized online portfolio:

* First, you need to create a Google account if you do not already have one. This can be done simply by going to google.com/accounts and clicking on the **sign up** button.
* Once you’ve entered your information and your account has been created, you’ll be able to begin working on your portfolio.
* Go to this URL to access the High School of Business™ template: <https://sites.google.com/site/highschoolofbusiness/>
* After you have selected the template, click the **use template** button at the top right of the screen.
* You will now be prompted to enter a name for your site. **You are required to name the site your full name** (i.e., John Doe)**.** Under the **Site location option,** make the URL hsbfirstnamelastname (i.e., hsbjohndoe). If you are prompted with a notification that the URL is in use, add a number to the end of the URL (i.e., hsbjohndoe1)
* Type the code shown at the bottom of the page, and proceed by clicking the **create** button.
* You are now ready to start working on your portfolio!

To begin your portfolio, you must set your site to **private.** Click the **more** button, and then, on the drop down list, select the **Sharing and Permissions** link. Once there, find where it says **who has access**. If your page is not already set to **private,** click the **change** link to set your site to **private.**

Next, you must give your teacher access to your page. At the bottom of the page you will find an **Add people** box. Enter the email address provided by your teacher, and set their account to **can view.** This will ensure your teacher will have access to view your portfolio. In the future you will be able to add peers, friends, and family to this list so they can see your work as well.

Now it’s time to get started on the content of your portfolio. Return to the main editing page, and click on the tab labeled **About Me**. At the top of the page, click the **Edit page** button (the left button in the picture below).



Enter some information about yourself (i.e., school, grade/year in school, academic and career goals, hobbies, etc.). This can be edited at any time. Then, continue to the tab for each HSB™ class you have taken so far to begin uploading your work. Each page has an **Add files** button at the bottom of the page. This can be used to upload anything that does not need to be visually represented. These documents, however, can be downloaded from your site.

To add other objects such as pictures or videos on the page, click the **Edit Page** button again. A box will come up below the title of the class. Here, you can insert any objects you would like. You can enter and edit text or use the **Insert** button to add pictures, charts, videos, etc. Features like the **Format** button allow you to change font types and alignments, **table** allows you to insert a table, and **layout** allows you to change the number of columns that are in your text box.

After playing around with the features, go to the **Résumé** page. This is where you can upload your résumé directly into your portfolio. Having your résumé online will be useful when you begin to share your portfolio with potential employers! Continue editing your site as you complete more projects, and you will have an online compilation of everything you have accomplished.

Finally, if you did not take Leadership and Wealth Management, delete those pages of the template. Go to the page you wish to delete, and click the **more** button. Then, select **delete page**.

We hope you find your High School of Business™ Online Portfolio to be a valuable asset for college and career. Thank you for participating in the High School of Business™ program.

**Guide to the Business Administration Standards**

Appendix F

**Business Administration Curriculum**

The business administration curricular structure consists of four tiers of specificity: Business Administration Core, Cluster Core, Pathways, and Specialties. The content of the broad-based Business Administration Core is fundamental to an understanding of business and can be viewed as co-requisites and as prerequisites for all business administration courses.

**Business Administration Core**

The content of the Business Administration Core should be mastered in order for cluster-specific content to have relevance to student learning. There are 13 Business Administration instructional areas: Business Law, Communication Skills, Customer Relations, Economics, Emotional Intelligence, Entrepreneurship, Financial Analysis, Human-Resources Management, Information Management, Marketing, Operations, Professional Development, and Strategic Management.

**Cluster Core**

The Cluster Core tier represents the skills and knowledge that were identified as common across the Pathways in a cluster. The Finance Cluster Core, for example, is composed of six instructional areas: Compliance, Customer Relations, Financial Analysis, Financial-Information Management, Professional Development, and Risk Management.

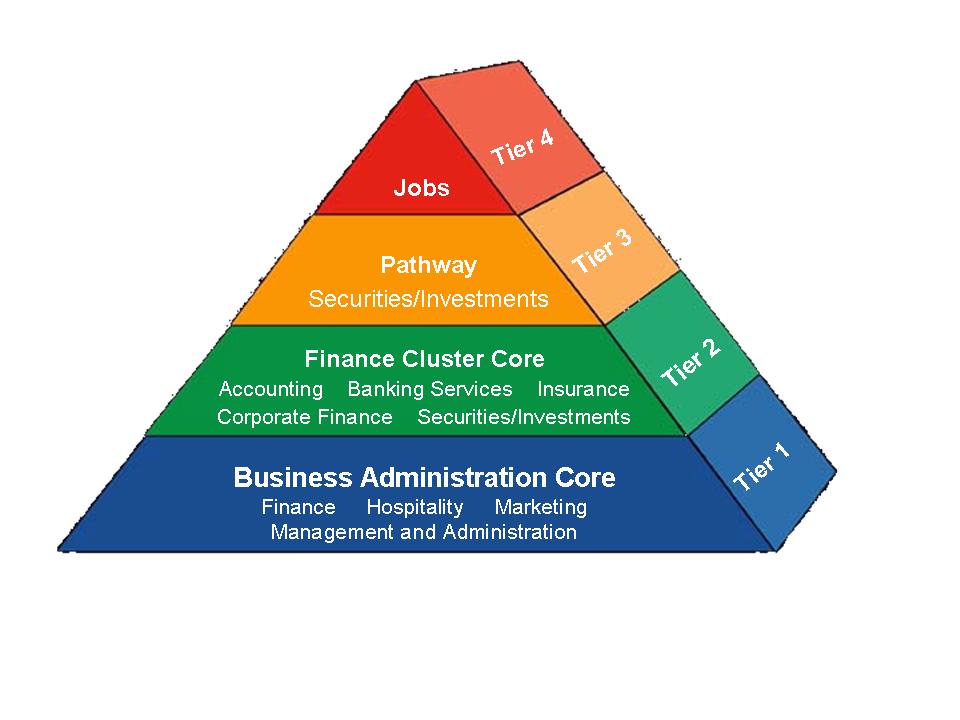
**Pathways**

The Pathways tier addresses the content of a variety of broad-based occupational opportunities within a cluster. In the Business and Administrative Services Cluster, for instance, the skills and knowledge that are common across jobs in operations management appear in the Operations Management Pathway.

**Specialties**

The fourth tier, Specialties, focuses on specific job opportunities that are tied to a pathway. The job opportunities identified in the Specialties require knowledge and skills unique to a product or service. In Marketing, for example, Specialties for the Professional Selling Pathway include pharmaceutical sales, advertising sales, heavy-equipment sales, and medical-equipment sales.

Thus, the business administration curriculum can be viewed as a continuum that begins in the primary grades with career awareness and exploration and continues through postsecondary education with the emphasis becoming more specialized to the learner’s individual interest in business. A graphic depicting the relationship among the four ties is shown in Figure 1.

Figure 1. Relationship of Tiers

**Curricular Organization**

Within each tier, the curricular content has been organized into Standards (Knowledge and Skill Statements), Performance Elements, and Performance Indicators.

**Standards**

The broadly-based Standards identify what students should know and be able to do as a result of instruction in any of the business-related clusters. These statements encapsulate the overarching intent/purpose of a work function. The Standards identified for the **Business Administration Core** are:

**Business Law (BL):** Understands business’s responsibility to know, abide by, and enforce laws and regulations that affect business operations and transactions

**Communication Skills (CO):** Understands the concepts, strategies, and systems used to obtain and convey ideas and information

**Customer Relations (CR):** Understands the techniques and strategies used to foster positive, ongoing relationships with customers

**Economics (EC):** Understands the economic principles and concepts fundamental to business operations

**Emotional Intelligence (EI):** Understands techniques, strategies, and systems used to foster self-understanding and enhance relationships with others

**Entrepreneurship (EN):** Understands the concepts, processes, and skills associated with identifying new ideas, opportunities, and methods and with creating or starting a new project or venture

**Financial Analysis (FI):** Understands tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources

**Human Resources Management (HR):** Understands the tools, techniques, and systems that businesses use to plan, staff, lead, and organize human resources

**Information Management (NF):** Understands tools, strategies, and systems needed to access, process, maintain, evaluate, and disseminate information to assist business decision-making

**Marketing (MK):** Understands the tools, techniques, and systems that businesses use to create exchanges and satisfy organizational objectives

**Operations (OP):** Understands the processes and systems implemented to monitor, plan, and control the day-to-day activities required for continued business functioning

**Professional Development (PD):** Understands concepts, tools, and strategies used to explore, obtain, and develop in a business career

**Strategic Management (SM):** Understands tools, techniques, and systems that affect a business’s ability to plan, control, and organize an organization/department

**Performance Elements**

Each Standard is composed of multiple Performance Elements. These statements are broad-based work or cognitive performances that aid in defining the Standards. The Performance Elements addressed in this course are:

**Communication Skills**

Apply active listening skills to demonstrate understanding of what is being said.

Apply verbal skills to obtain and convey information.

**Emotional Intelligence**

Foster self-understanding to recognize the impact of personal feelings on others.

Apply ethics to demonstrate trustworthiness.

Exhibit techniques to manage emotional reactions to people and situations.

Identify with others' feelings, needs, and concerns to enhance interpersonal relations.

Use communication skills to foster open, honest communications.

Use communication skills to influence others.

Manage stressful situations to minimize potential negative impact.

Implement teamwork techniques to accomplish goals.

Employ leadership skills to achieve workplace objectives.

**Operations**

Utilize project-management skills to improve workflow and minimize costs.

**Professional Development**

Acquire self-development skills to enhance relationships and improve efficiency in the work environment.

Utilize critical-thinking skills to determine best options/outcomes.

**Performance Indicators**

Performance Elements are defined through Performance Indicators that are specific work-based actions—either knowledge or skills. They specify what an individual worker must know or be able to do to achieve the Performance Elements. These learning outcomes are measureable (i.e., can be assessed). For example, the Performance Indicators for the Emotional Intelligence Performance Element “Foster self-understanding to recognize the impact of personal feelings on others” are:

EI:001 Describe the nature of emotional intelligence (PQ) LAP-EI-001

EI:017 Recognize and overcome personal biases and stereotypes (PQ)

EI:002 Assess personal strengths and weaknesses (PQ) LAP-EI-017

EI:126 Assess personal behavior and values (PQ)

**Objectives**

Each of the Performance Indicators is further defined through a series of Objectives. This organizational component specifies the scope of each Performance Indicator. Their use tells teachers what content to include or exclude from their instruction. For example, the Performance Indicator “Describe the nature of emotional intelligence” is defined through Objectives as follows:

a. Define the term emotional intelligence.  
b Identify components of emotional intelligence.  
c. Discuss advantages/benefits associated with possessing emotional intelligence.  
d. Describe the relationship between emotional intelligence and leadership.  
e. Explain the skills associated with emotional intelligence.

**Curriculum Planning Levels**

Each performance indicator is assigned to one of six curriculum-planning levels that represent a continuum of instruction ranging from simple to complex. The levels can serve as building blocks for curriculum development in that students should know and be able to perform the performance indicators at one level before tackling more complex skills and knowledge at the next level. The levels can also be used as the basis for developing an unduplicated sequence of instruction for articulation between high school and postsecondary business courses. In these cases, instructors can agree as to how far along the continuum students will advance in high school so that postsecondary instructors can initiate instruction at that point in the continuum. This will enable students to focus on new, more advanced subject matter rather than on content previously mastered. The six curriculum-planning levels are described as follows:

**Prerequisite (PQ):** Content develops employability and job-survival skills and concepts, including work ethics, personal appearance, and general business behavior.

**Career Sustaining (CS):** Content develops skills and knowledge needed for continued employment in or study of business based on the application of basic academics and business skills.

**Specialist (SP):** Content provides in-depth, solid understanding and skill development in all business functions.

**Supervisor (SU):** Content provides the same in-depth, solid understanding and skill development in all business functions as in the specialist curriculum, and in addition, incorporates content that addresses the supervision of people.

**Manager (MN):** Content develops strategic decision-making skills in all business functions needed to manage a business or department within an organization.

**Owner (ON):** Content develops strategic decision-making skills in all aspects of business that are needed to own and operate a business.

**Curriculum Frameworks**

In general, a framework is a skeleton structure that supports or encloses something. In education, frameworks are used to support and enclose the curriculum of a discipline by defining the discipline’s main elements, thereby providing a big picture overview of the discipline’s curriculum. They can act as gatekeepers by helping educators and curriculum developers make decisions about what should be addressed or eliminated from consideration in a curriculum. Once educators have determined what content should be addressed, they can use the scaffolding that frameworks provide as a basis around which curricular content is developed, organized, and implemented. Its visual presentation, or schematic, can serve as a communications tool to share with those interested in a discipline. It quickly communicates the main topics or areas of instruction that will be addressed.

In *Leadership*, four of the 13 Business Administration Core’s Standards are addressed: Communication Skills, Emotional Intelligence, Operations, and Professional Development. The titles for each of the Standards from the entire Business Administration Core are depicted in Figure 2. The schematic also shows that the study of business integrates academic concepts from Language Arts, Mathematics, Social Sciences, and Social Studies. The successful application of these academic skills is imperative for obtaining a business career and advancing in business.



Figure 2. Schematic of Curriculum Framework for the Business Administration Core

**SCANS Competencies & Skills**

Appendix G

**SCANS**

**Background**

The Secretary's Commission on Achieving Necessary Skills (SCANS) was established in February 1990 to examine the demands of the workplace and to determine whether the current and future work force is capable of meeting those demands. Commission members included 31 representatives from the nation's schools, businesses, unions and government. The Commission issued its first report, "What Work Requires of Schools," in June 1991. This report told educators and employers what students and workers need to know and be able to do in order to succeed in the workplace. This kind of information is especially vital today, when more than half of our young people leave school without the basic skills required to find and hold a good job.

Specifically, the Commission was directed to advise the Secretary of Labor on the type and level of skills required to enter employment. In carrying out this charge, the Commission was asked to:

1. Define the skills needed for employment;

2. Propose acceptable levels in those skills;

3. Suggest effective ways to assess proficiency; and

4. Develop a strategy to disseminate the findings to the nation's schools, businesses and homes.

The Commission identified two types of skills: competencies and foundations. Competencies are the skills necessary for success in the workplace and are organized into five areas. Foundations are skills and qualities that underlie the competencies. The competencies and foundations are generic—most of them are required for most jobs.

**Competencies**

**Resources**

**1 Allocates Time—**Selects relevant, goal-related activities; ranks them in order of importance; allocates time to activities; and understands, prepares and follows schedules. Competent performance in allocating time includes properly identifying tasks to be completed; ranking tasks in order of importance; developing and following an effective, workable schedule based on accurate estimates of such things as importance of tasks, time to complete tasks, time available for completion and task deadlines; avoiding wasting time; and accurately evaluating and adjusting a schedule.

**2 Allocates Money—**Uses or prepares budgets, including making cost and revenue forecasts, keeps detailed records to track budget performance and makes appropriate adjustments. Competent performance in allocating money includes accurately preparing and using a budget according to a consistent and orderly accounting method; accurately calculating future budgetary needs based on projected costs and revenues; accurately tracking the extent to which actual costs and revenues differ from the estimated budget; and taking appropriate and effective actions.

**3 Allocates Material and Facility Resources—**Acquires, stores and distributes materials, supplies, parts, equipment, space or final products in order to make the best use of them. Competent performance in allocating material and facility resources includes carefully planning the steps involved in the acquisition, storage and distribution of resources; safely and efficiently acquiring, transporting or storing them; maintaining them in good condition; and distributing them to the end user.

**4 Allocates Human Resources—**Assesses knowledge and skills and distributes work accordingly, evaluates performance and provides feedback. Competent performance in allocating human resources includes accurately assessing peoples' knowledge, skills, abilities and potential; identifying present and future workload; making effective matches between individual talents and workload; and actively monitoring performance and providing feedback.

**Information**

**5 Acquires and Evaluates Information—**Identifies need for data, obtains them from existing sources or creates them and evaluates their relevance and accuracy. Competently performing the tasks of acquiring data and evaluating information includes analytic questions to determine specific information needs; selecting possible information and evaluating its appropriateness; and determining when new information must be created.

**6 Organizes and Maintains Information—**Organizes, processes and maintains written or computerized records and other forms of information in a systematic fashion. Competently performing the tasks of organizing and maintaining information includes understanding and organizing information from computer, visual, oral and physical sources in readily accessible formats, such as computerized data bases, spreadsheets, microfiche, video disks, paper files, etc.; when necessary, transforming data into different formats in order to organize them by the application of various methods such as sorting, classifying or more formal methods.

**7 Interprets and Communicates Information—**Selects and analyzes information and communicates the results to others using oral, written, graphic, pictorial or multi-media methods. Competently performing the tasks of communicating and interpreting information to others includes determining information to be communicated; identifying the best methods to present information (e.g., overheads, handouts); if necessary, converting to desired format and conveying information to others through a variety of means including oral presentation, written communication, etc.

**8 Uses Computers to Process Information—**Employs computers to acquire, organize, analyze and communicate information. Competently using computers to process information includes entering, modifying, retrieving, storing and verifying data and other information; choosing format for display (e.g., line graphs, bar graphs, tables, pie charts, narrative); and ensuring the accurate conversion of information into the chosen format.

**Interpersonal**

**9 Participates as a Member of a Team—**Works cooperatively with others and contributes to group with ideas, suggestions and effort. Demonstrating competence in participating as a member of a team includes doing own share of tasks necessary to complete a project; encouraging team members by listening and responding appropriately to their contributions; building on individual team members' strengths; resolving differences for the benefit of the team; taking personal responsibility for accomplishing goals; and responsibly challenging existing procedures, policies or authorities.

**10 Teaches Others—**Helps others learn. Demonstrating competence in teaching others includes helping others to apply related concepts and theories to tasks through coaching or other means; identifying training needs; conveying job information to allow others to see its applicability and relevance to tasks; and assessing performance and providing constructive feedback/reinforcement.

**11 Serves Clients/Customers—**Works and communicates with clients and customers to satisfy their expectations. Demonstrating competence in serving clients and customers includes actively listening to customers to avoid misunderstandings and identifying needs; communicating in a positive manner especially when handling complaints or conflict; and efficiently obtaining additional resources to satisfy client needs.

**12 Exercises Leadership—**Communicates thoughts, feelings and ideas to justify a position; encourages, persuades, convinces or otherwise motivates an individual or groups, including responsibly challenging existing procedures, policies or authority. Demonstrating competence in exercising leadership includes making positive use of the rules/values followed by others; justifying a position logically and appropriately; establishing credibility through competence and integrity; and taking minority viewpoints into consideration.

**13 Negotiates to Arrive at a Decision—**Works toward an agreement that may involve exchanging specific resources or resolving divergent interests. Demonstrating competence in negotiating to arrive at a decision involves researching opposition and the history of the conflict; setting realistic and attainable goals; presenting facts and arguments; listening to and reflecting on what has been said; clarifying problems and resolving conflicts; adjusting quickly to new facts/ideas; proposing and examining possible options; and making reasonable compromises.

**14 Works with Cultural Diversity—**Works well with men and women and with a variety of ethnic, social or educational backgrounds. Demonstrating competence in working with cultural diversity involves understanding one's own culture and those of others and how they differ; respecting the rights of others while helping them make cultural adjustments where necessary; basing impressions on individual performance, not on stereotypes; and understanding concerns of members of other ethnic and gender groups.

**Systems**

**15 Understands Systems—**Knows how social, organizational and technological systems work and operates effectively within them. Demonstrating competence in understanding systems involves knowing how a system's structures relate to goals; responding to the demands of the system/organization; knowing the right people to ask for information and where to get resources; and functioning within the formal and informal codes of the social/organizational system.

**16 Monitors and Corrects Performance—**Distinguishes trends, predicts impact of actions on system operations, diagnoses deviations in the function of a system/organization and takes necessary action to correct performance. Demonstrating competence in monitoring and correcting performance includes identifying trends and gathering needed information about how the system is intended to function; detecting deviations from system's intended purpose; troubleshooting the system; and making changes to the system to rectify system functioning and to ensure quality of product.

**17 Improves and Designs Systems—**Makes suggestions to modify existing systems to improve products or services and develops new or alternative systems. Demonstrating competence in improving or designing systems involves making suggestions for improving the functioning of the system/organization; recommending alternative system designs based on relevant feedback; and responsibly challenging the status quo to benefit the larger system.

**Technology**

**18 Selects Technology—**Judges which set of procedures, tools or machines, including computers and their programs, will produce the desired results. Demonstrating competence in selecting technology includes determining desired outcomes and applicable constraints; visualizing the necessary methods and applicable technology; evaluating specifications; and judging which machine or tool will produce the desired results.

**19 Applies Technology to Task—**Understands the overall intent and the proper procedures for setting up and operating machines, including computers and their programming systems. Demonstrating competence in how to apply technology to task includes understanding how different parts of machines interact and how machines interact with broader production systems; on occasion installing machines including computers; setting up machines or systems of machines efficiently to get desired results; accurately interpreting machine output; and detecting errors from program output.

**20 Maintains and Troubleshoots Technology—**Prevents, identifies or solves problems in machines, computers and other technologies. Demonstrating competence in maintaining and troubleshooting technology includes identifying, understanding and performing routine preventative maintenance and service on technology; detecting more serious problems; generating workable solutions to correct deviations; and recognizing when to get additional help.

**Foundation Skills**

**Basic Skills**

**1 Reading—**Locates, understands and interprets written information in prose and documents—including manuals, graphs and schedules—to perform tasks; learns from text by determining the main idea or essential message; identifies relevant details, facts and specifications; infers or locates the meaning of unknown or technical vocabulary; judges the accuracy, appropriateness, style and plausibility of reports, proposals or theories of other writers.

**2 Writing—**Communicates thoughts, ideas, information and messages in writing; records information completely and accurately; composes and creates documents such as letters, directions, manuals, reports, proposals, graphs, flow-charts; uses language, style, organization and format appropriate to the subject matter, purpose and audience; includes supporting documentation and attends to level of detail; and checks, edits and revises for correct information, appropriate emphasis, form, grammar, spelling and punctuation.

**3 Arithmetic—**Performs basic computations; uses basic numerical concepts such as whole numbers and percentages in practical situations; makes reasonable estimates of arithmetic results without a calculator; and uses tables, graphs, diagrams and charts to obtain or convey quantitative information.

**4 Mathematics—**Computational skills needed in maintaining records, estimating results, using spreadsheets or applying statistical process.

**5 Listening—**Receives, attends to, interprets and responds to verbal messages and other cues such as body language in ways that are appropriate to the purpose; for example, to comprehend, to learn, to critically evaluate, to appreciate or to support the speaker.

**6 Speaking—**Organizes ideas and communicates oral messages appropriate to listeners and situations; participates in conversation, discussion and group presentations; selects an appropriate medium for conveying a message; uses verbal language and other cues such as body language appropriate in style, tone and level of complexity to the audience and the occasion; speaks clearly and communicates a message; understands and responds to listener feedback; and asks questions when needed.

**Thinking Skills**

**7 Creative Thinking—**Uses imagination freely, combines ideas or information in new ways, makes connections between seemingly unrelated ideas and reshapes goals in ways that reveal new possibilities.

**8 Decision Making—**Specifies goals and constraints, generates alternatives, considers risks and evaluates and chooses best alternative.

**9 Problem Solving—**Recognizes that a problem exists (i.e., there is a discrepancy between what is and what should or could be); identifies possible reasons for the discrepancy; devises and implements a plan of action to resolve it; evaluates and monitors progress; and revises plan as indicated by findings.

**10 Seeing Things in the Mind's Eye—**Organizes and processes symbols, pictures, graphs, objects or other information; for example, sees a building from a blueprint; a system's operation from schematics; the flow of work activities from narrative descriptions; or the taste of food from reading a recipe.

**11 Knowing How to Learn—**Uses efficient learning techniques to acquire and apply new knowledge and skills.

**12 Reasoning—**Discovers a rule or principle underlying the relationship between two or more objects and applies it in solving a problem.

**Personal Qualities**

**13 Responsibility—**Exerts a high level of effort and perseverance toward goal attainment; works hard to become excellent at doing tasks by setting high standards, paying attention to details, working well and displaying a high level of concentration even when assigned an unpleasant task; and displays high standards of attendance, punctuality, enthusiasm, vitality and optimism in approaching and completing tasks.

**14 Self-Esteem—**Believes in own self-worth and maintains a positive view of self.

**15 Social—**Demonstrates understanding, friendliness, adaptability, empathy and politeness in new and on-going group settings; asserts self in familiar and unfamiliar social situations; relates well to others; responds appropriately as the situation requires; and takes an interest in what others say and do.

**16 Self-Management—**Assesses own knowledge, skills and abilities accurately; sets well-defined and realistic personal goals; monitors progress toward goal attainment and motivates self through goal achievement; exhibits self-control and responds to feedback unemotionally and non-defensively; and is a "self-starter."

**17 Integrity/Honesty—**Chooses ethical courses of action.

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|  | Resources | | | | Information | | | | Interpersonal | | | | | | Systems | | |
|  | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** | **13** | **14** | **15** | **16** | **17** |
| CO:119 |  |  |  |  | x |  |  |  | x |  |  |  |  |  | x |  |  |
| CO:017 |  |  |  |  |  |  |  |  |  |  | x |  |  |  | x |  |  |
| CO:083 |  |  |  |  | x |  | x |  |  | x |  | x |  |  | x |  |  |
| CO:061 |  |  |  |  | x |  |  |  | x |  |  | x |  |  | x |  |  |
| CO:053 |  |  |  |  | x |  |  |  | x |  |  | x |  |  | x |  |  |
| CO:025 |  |  |  |  | x | x | x |  |  | x |  | x |  |  | x |  |  |
| EI:001 |  |  |  |  |  |  |  |  |  | x |  |  |  | x | x |  |  |
| EI:002 |  |  |  |  | x |  |  |  |  |  |  |  |  |  | x |  |  |
| EI:004 |  |  |  |  |  |  | x |  | x |  |  |  |  |  | x |  |  |
| EI:003 |  |  |  |  | x |  |  |  |  |  |  |  |  |  | x |  |  |
| EI:030 |  |  |  |  |  |  |  |  |  |  |  |  |  | x | x |  |  |
| EI:033 |  |  |  |  |  |  |  |  | x |  |  |  |  | x | x |  |  |
| EI:007 |  |  |  |  | x | x | x |  |  |  |  |  |  |  | x |  |  |
| EI:012 |  |  |  |  |  |  | x |  | x |  |  | x |  |  | x |  |  |
| EI:062 |  |  |  |  |  |  |  |  |  |  |  |  | x | x | x |  |  |
| EI:008 |  |  |  |  |  |  |  |  |  |  |  |  |  | x | x |  |  |
| EI:015 |  |  |  |  | x |  |  |  |  |  |  |  | x |  |  |  |  |
| EI:045 |  |  |  |  |  |  |  |  | x |  |  |  |  | x | x |  |  |
| EI:011 |  |  |  |  |  |  | x |  | x | x |  | x | x | x | x |  |  |
| EI:009 |  |  |  |  |  |  |  |  | x | x |  | x |  | x | x |  |  |
| EI:074 |  |  |  |  |  |  | x |  |  |  |  | x |  |  | x |  |  |
| EI:063 |  |  |  |  | x |  | x |  |  |  |  |  |  |  |  |  |  |
| EI:006 |  |  |  |  | x |  |  |  |  |  |  |  | x |  |  |  |  |
| EI:027 |  |  |  |  |  |  |  |  |  |  |  | x |  |  |  |  |  |
| EI:005 |  |  |  |  |  |  |  |  |  | x |  | x |  |  |  |  |  |
| EI:060 |  |  |  |  |  |  |  |  |  | x |  | x |  |  |  |  |  |
|  | **Resources** | | | | **Information** | | | | **Interpersonal** | | | | | | **Systems** | | |
|  | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** | **13** | **14** | **15** | **16** | **17** |
| EI:041 |  |  |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |
| EI:014 |  |  |  |  |  |  |  |  |  |  |  | x |  |  | x |  |  |
| OP:519 | x | x | x | x |  | x | x |  |  |  |  |  |  |  | x |  |  |
| OP:520 |  |  |  |  | x | x | x |  |  |  |  |  |  |  | x | x | x |
| OP:521 |  |  |  |  | x | x | x |  |  |  |  |  |  |  | x |  |  |
| OP:003 | x | x | x | x | x | x | x |  |  |  |  |  |  |  | x |  |  |
| PD:018 | x |  |  |  | x | x | x |  |  |  |  |  |  |  | x |  |  |
| PD:017 |  |  |  |  | x |  | x |  |  |  |  |  |  |  | x |  |  |
| PD:077 |  |  |  |  | x |  | x |  |  |  |  |  |  |  | x |  |  |
| PD:012 |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x |  |  |
| PD:019 |  |  |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |

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|  | Basic Skills | | | | | | Thinking Skills | | | | | | Personal Qualities | | | | |
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| CO:119 | x | x |  |  | x | x |  |  |  |  |  | x |  |  |  |  |  |
| CO:017 |  |  |  |  | x | x |  |  |  |  |  |  |  |  | x |  |  |
| CO:083 | x | x |  |  | x | x |  | x | x |  |  | x |  | x | x |  |  |
| CO:061 |  |  |  |  | x | x |  |  |  |  |  |  |  |  | x | x |  |
| CO:053 |  |  |  |  | x | x |  |  |  |  |  | x |  |  | x |  |  |
| CO:025 | x | x |  |  | x | x | x |  |  |  |  |  |  |  |  |  |  |
| EI:001 |  |  |  |  | x | x |  |  |  |  |  |  |  | x | x |  | x |
| EI:002 | x | x |  |  | x | x |  | x |  |  |  | x | x |  |  | x |  |
| EI:004 |  |  |  |  | x | x |  |  |  |  |  | x | x |  |  |  | x |
| EI:003 |  |  |  |  | x | x |  |  | x |  |  | x |  |  |  | x |  |
| EI:030 |  |  |  |  | x | x |  |  |  |  |  | x |  | x | x |  | x |
| EI:033 |  |  |  |  | x | x |  |  |  |  |  | x |  | x | x |  | x |
| EI:007 | x | x |  |  | x | x |  |  |  |  |  |  |  |  |  |  |  |
| EI:012 |  |  |  |  | x | x |  | x |  |  |  |  |  |  | x |  |  |
| EI:062 |  |  |  |  | x | x |  | x |  |  |  | x |  |  | x |  | x |
| EI:008 |  |  |  |  | x | x |  |  |  |  |  | x |  | x | x |  | x |
| EI:015 |  |  |  |  | x | x |  |  | x |  |  |  |  |  |  |  |  |
| EI:045 |  |  |  |  | x | x |  |  |  |  |  | x |  | x | x |  | x |
| EI:011 |  |  |  |  | x | x | x |  | x |  |  | x | x | x | x | x | x |
| EI:009 |  |  |  |  | x | x |  |  |  |  |  |  | x | x | x | x | x |
| EI:074 | x | x |  |  | x | x |  |  |  | x |  |  |  |  |  |  |  |
| EI:063 | x | x |  |  | x | x |  |  |  |  |  |  |  |  |  | x |  |
| EI: 006 |  |  |  |  | x | x |  |  |  |  |  |  |  |  | x |  |  |
| EI:027 |  |  |  |  |  |  |  | x |  |  |  |  | x |  |  |  |  |
| EI:005 |  |  |  |  | x | x |  |  | x |  |  |  | x |  |  | x |  |
| EI:060 |  |  |  |  | x | x |  |  | x |  |  |  | x |  |  | x |  |
|  | **Basic Skills** | | | | | | **Thinking Skills** | | | | | | **Personal Qualities** | | | | |
|  | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** | **13** | **14** | **15** | **16** | **17** |
| EI:041 | x |  |  |  | x | x |  |  |  |  |  |  |  |  | x |  |  |
| EI:014 |  | x |  |  | x | x |  |  |  |  |  |  |  |  | x |  | x |
| OP:519 |  | x |  |  |  |  |  |  |  | x |  | x |  |  |  |  |  |
| OP:520 |  |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  |
| OP:521 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| OP:003 | x | x | x |  | x | x |  | x |  |  |  | x |  |  |  |  |  |
| PD:018 | x | x |  |  |  |  | x | x | x |  |  | x | x | x |  | x |  |
| PD:017 |  |  |  |  |  |  |  | x |  |  |  |  | x |  |  |  |  |
| PD:077 |  |  |  |  |  |  |  |  | x |  |  |  | x |  |  |  |  |
| PD:012 |  | x |  |  | x | x | x |  |  |  |  | x |  |  |  |  |  |
| PD:019 |  |  |  |  |  |  |  | x | x |  |  | x | x |  |  | x |  |

**21st Century Skills**

Appendix H

**21st Century Skills**

**Overview**

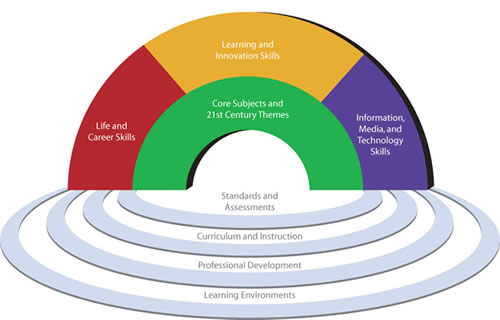
While federal legislation typically identifies the core subjects as the traditional academic areas, business and education leaders along with policymakers have identified several other significant content areas that they consider critical to educational success in the 21st century. This group known as The Partnership for 21st Century Skills leads the way for including these skills in education. To encourage school districts to address these skills, the group provides the necessary tools and resources schools need to add the skills to the curriculum.

The Partnership for 21st Century Skills conducted extensive initial research with thousands of key stakeholders and citizens across the country. The Partnership has identified six elements of 21st century learning:

* Core subjects
* 21st century themes
* Learning and innovation skills
* Information, media, and technology skills
* Life and career skills
* 21st century assessments

**21st Century Content**

The Partnership for 21st Century Skills has created the graphic below to summarize their work. The graphic represents both 21st century skills student outcomes (as represented by the arches of the rainbow) and 21st century skills support systems (as represented by the pools at the bottom). The text following the graphic describes the Partnership’s perspective and then lists the student outcomes identified. To facilitate the crosswalk of 21st Century Skills with MBA Research performance indicators, numbers have been given to each skill.



Mastery of core subjects and 21st century themes is essential for students in the 21st century. Core subjects include:

* English, reading or language arts
* World languages
* Arts
* Mathematics
* Economics
* Science
* Geography
* History
* Government and Civics

In addition to these subjects, we (The Partnership) believe schools must move beyond a focus on basic competency in core subjects to promoting understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into core subjects:

**Global Awareness**

1. Using 21st century skills to understand and address global issues
2. Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts
3. Understanding other nations and cultures, including the use of non-English languages

**Financial, Economic, Business and Entrepreneurial Literacy**

1. Knowing how to make appropriate personal economic choices
2. Understanding the role of the economy in society
3. Using entrepreneurial skills to enhance workplace productivity and career options

**Civic Literacy**

1. Participating effectively in civic life through knowing how to stay informed and understanding governmental processes
2. Exercising the rights and obligations of citizenship at local, state, national and global levels
3. Understanding the local and global implications of civic decisions

**Health Literacy**

1. Obtaining, interpreting and understanding basic health information and services and using such information and services in ways that are health enhancing
2. Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction
3. Using available information to make appropriate health-related decisions
4. Establishing and monitoring personal and family health goals
5. Understanding national and international public health and safety issues

**Learning and Innovation Skills**

Learning and innovation skills are increasingly being recognized as the skills that separate students who are prepared for increasingly complex life and work environments in the 21st century, and those who are not. A focus on creativity, critical thinking, communication and collaboration is essential to prepare students for the future.

**Creativity & Innovation**

1. Demonstrating originality and inventiveness in work
2. Developing, implementing and communicating new ideas to others
3. Being open and responsive to new and diverse perspectives
4. Acting on creative ideas to make a tangible and useful contribution to the domain in which the innovation occurs

**Critical Thinking & Problem Solving**

1. Exercising sound reasoning in understanding
2. Making complex choices and decisions
3. Understanding the interconnections among systems
4. Identifying and asking significant questions that clarify various points of view and lead to better solutions
5. Framing, analyzing and synthesizing information in order to solve problems and answer questions

**Communication & Collaboration**

1. Articulating thoughts and ideas clearly and effectively through speaking and writing
2. Demonstrating ability to work effectively with diverse teams
3. Exercising flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
4. Assuming shared responsibility for collaborative work

**Information, Media and Technology Skills**

People in the 21st century live in a technology and media-suffused environment, marked by access to an abundance of information, rapid changes in technology tools, and the ability to collaborate and make individual contributions on an unprecedented scale. To be effective in the 21st century, citizens and workers must be able to exhibit a range of functional and critical thinking skills related to information, media and technology.

**Information Literacy**

1. Accessing information efficiently and effectively, evaluating information critically and competently and using information accurately and creatively for the issue or problem at hand
2. Possessing a fundamental understanding of the ethical/legal issues surrounding the access and use of information

**Media Literacy**

1. Understanding how media messages are constructed, for what purposes and using which tools, characteristics and conventions.
2. Examining how individuals interpret messages differently, how values and points of view are included or excluded and how media can influence beliefs and behaviors.
3. Possessing a fundamental understanding of the ethical/legal issues surrounding the access and use of information

**ICT (Information, Communications & Technology) Literacy**

1. Using digital technology, communication tools and/or networks appropriately to access, manage, integrate, evaluate, and create information in order to function in a knowledge economy
2. Using technology as a tool to research, organize, evaluate and communicate information, and the possession of a fundamental understanding of the ethical/legal issues surrounding the access and use of information

**Life & Career Skills**

Today’s life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills.

**Flexibility & Adaptability**

1. Adapting to varied roles and responsibilities
2. Working effectively in a climate of ambiguity and changing priorities

**Initiative & Self-Direction**

1. Monitoring one’s own understanding and learning needs
2. Going beyond basic mastery of skills and/or curriculum to explore and expand one’s own learning and opportunities to gain expertise
3. Demonstrating initiative to advance skill levels towards a professional level
4. Defining, prioritizing and completing tasks without direct oversight
5. Utilizing time efficiently and managing workload
6. Demonstrating commitment to learning as a lifelong process

**Social & Cross-Cultural Skills**

1. Working appropriately and productively with others
2. Leveraging the collective intelligence of groups when appropriate
3. Bridging cultural differences and using differing perspectives to increase innovation and the quality of work

**Productivity & Accountability**

1. Setting and meeting high standards and goals for delivering quality work on time
2. Demonstrating diligence and a positive work ethic (e.g., being punctual and reliable)

**Leadership & Responsibility**

1. Using interpersonal and problem-solving skills to influence and guide others toward a goal
2. Leveraging strengths of others to accomplish a common goal
3. Demonstrating integrity and ethical behavior
4. Acting responsibly with the interests of the larger community in mind

For more information about 21st Century Skills, check out the Partnership for 21st Century Skills website at <http://www.p21.org/>.

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|  | Global Awareness | Civic Literacy | Creativity & Innovation | | | | Critical Thinking & Problem Solving | | | | | Communication & Collaboration | | | | Info. Literacy | Media Literacy |
|  | **2** | **2** | **1** | **2** | **3** | **4** | **1** | **2** | **3** | **4** | **5** | **1** | **2** | **3** | **4** | **1** | **3** |
| CO:119 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| CO:017 |  |  |  |  |  |  |  |  |  |  |  | x |  |  |  |  |  |
| CO:083 |  |  |  |  |  |  |  |  |  |  |  | x |  |  |  |  |  |
| CO:061 |  |  |  |  |  |  | x |  |  |  |  | x |  |  |  |  |  |
| CO:053 |  |  |  |  |  |  |  |  |  |  |  | x | x | x | x |  |  |
| CO:025 |  |  |  |  |  |  |  |  |  |  |  | x |  |  |  |  |  |
| EI:001 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| EI:002 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| EI:004 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| EI:003 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| EI:030 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| EI:033 | x |  |  |  |  |  |  |  |  |  |  |  | x |  |  |  |  |
| EI:007 |  |  |  |  |  |  |  |  |  |  |  | x | x |  |  |  |  |
| EI:012 |  |  |  | x |  |  | x |  | x |  |  | x |  |  |  | x |  |
| EI:062 |  |  |  | x |  | x |  |  |  |  |  | x |  |  |  |  |  |
| EI:008 |  |  |  |  |  |  |  |  |  |  |  | x |  |  |  |  |  |
| EI:015 |  |  |  |  |  |  |  |  |  |  |  |  | x | x |  |  |  |
| EI:045 |  |  |  |  |  |  |  |  |  |  |  |  | x |  |  |  |  |
| EI:011 |  |  |  |  |  |  |  |  |  |  |  |  | x | x |  |  |  |
| EI:009 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| EI:074 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| EI:063 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| EI:006 |  |  |  |  | x |  |  |  |  |  |  |  |  | x |  |  |  |
| EI:027 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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|  | Global Awareness | Civic Literacy | Creativity & Innovation | | | | Critical Thinking & Problem Solving | | | | | Communication & Collaboration | | | | Info. Literacy | Media Literacy |
|  | **2** | **2** | **1** | **2** | **3** | **4** | **1** | **2** | **3** | **4** | **5** | **1** | **2** | **3** | **4** | **1** | **3** |
| EI:005 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| EI:060 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| EI:041 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| EI:014 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| OP:519 |  |  |  |  | x |  |  |  |  |  |  | x |  |  |  | x |  |
| OP:520 |  |  |  |  |  |  |  | x |  |  | x |  |  |  |  |  |  |
| OP:521 |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  |  |  |
| OP:003 |  |  |  |  |  |  | x | x | x |  |  |  |  |  |  |  |  |
| PD:018 |  |  |  |  |  |  | x |  |  |  |  | x |  |  |  |  |  |
| PD:017 |  |  |  |  |  |  | x | x | x | x |  |  |  |  |  |  |  |
| PD:077 |  |  |  |  |  |  | x | x | x | x | x |  |  |  |  |  |  |
| PD:012 |  |  | x |  |  | x |  |  |  |  |  |  |  |  |  |  |  |
| PD:019 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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|  | Flexibility & Adaptability | | Initiative & Self-Direction | | | | | | Social & Cross-Cultural Skills | | | Productivity & Accountability | | Leadership & Responsibility | | | |
|  | **1** | **2** | **1** | **2** | **3** | **4** | **5** | **6** | **1** | **2** | **3** | **1** | **2** | **1** | **2** | **3** | **4** |
| CO:119 | x |  |  |  |  |  |  |  |  |  |  | x | x |  |  |  |  |
| CO:017 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| CO:083 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| CO:061 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| CO:053 |  |  |  |  |  |  |  |  | x | x | x |  |  |  |  |  |  |
| CO:025 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| EI:001 |  |  |  |  |  |  |  |  |  |  |  |  |  | x |  | x |  |
| EI:002 |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| EI:004 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x |  |
| EI:003 | x | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| EI:030 |  |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  |
| EI:033 |  |  |  |  |  |  |  |  |  |  | x |  |  |  |  |  |  |
| EI:007 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| EI:012 |  |  |  |  |  |  |  |  |  | x | x |  |  | x | x |  |  |
| EI:062 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| EI:008 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| EI:015 |  |  |  |  |  |  |  |  |  |  | x |  |  |  |  |  |  |
| EI:045 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| EI:011 |  |  |  |  |  |  |  |  | x |  |  |  |  | x |  |  |  |
| EI:009 |  |  |  |  |  |  |  |  |  |  |  |  |  | x |  |  |  |
| EI:074 |  |  |  |  |  |  |  |  |  |  |  |  |  | x |  |  |  |
| EI:063 |  |  | x |  | x |  |  | x |  |  |  |  |  |  |  |  |  |
| EI:006 | x | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| EI:027 |  |  |  |  |  |  |  |  |  |  |  | x |  | x | x |  |  |

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|  | Flexibility & Adaptability | | Initiative & Self-Direction | | | | | | Social & Cross-Cultural Skills | | | Productivity & Accountability | | Leadership & Responsibility | | | |
|  | **1** | **2** | **1** | **2** | **3** | **4** | **5** | **6** | **1** | **2** | **3** | **1** | **2** | **1** | **2** | **3** | **4** |
| EI:005 |  | x |  |  |  |  |  |  |  |  |  |  |  | x | x |  | x |
| EI:060 |  |  |  |  |  |  |  |  |  |  |  |  |  | x | x |  |  |
| EI:041 |  |  |  |  |  |  |  |  |  | x |  |  |  | x | x |  |  |
| EI:014 |  |  |  |  |  |  |  |  |  | x | x |  |  | x |  |  |  |
| OP:519 |  |  |  |  |  | x |  |  |  |  |  |  |  |  |  |  |  |
| OP:520 |  |  |  |  |  |  |  |  |  |  |  |  |  | x |  |  |  |
| OP:521 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| OP:003 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x |
| PD:018 |  |  | x |  |  |  |  |  |  |  |  | x |  |  |  |  |  |
| PD:017 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| PD:077 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| PD:012 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| PD:019 |  |  |  |  |  | x | x |  |  |  |  | x |  |  |  |  |  |

1. Scheduled for replacement, Fall 2017. See Section 5 for more details. [↑](#footnote-ref-1)
2. Scheduled for replacement, Early 2018. See Section 5 for more details. [↑](#footnote-ref-2)
3. Scheduled for replacement, Early 2018. See Section 5 for more details. [↑](#footnote-ref-3)
4. Scheduled for replacement, Early 2018. See Section 5 for more details. [↑](#footnote-ref-4)
5. Scheduled for replacement, Fall 2017. See Section 5 for more details. [↑](#footnote-ref-5)
6. Scheduled for publication, Early 2018. See Section 5 for more details. [↑](#footnote-ref-6)
7. Scheduled for publication, Early 2018. See Section 5 for more details. [↑](#footnote-ref-7)
8. Scheduled for publication, Spring 2018. See Section 5 for more details. [↑](#footnote-ref-8)
9. Scheduled for replacement, Late 2017. See Section 5 for more details. [↑](#footnote-ref-9)
10. Scheduled for replacement, Fall 2017. See Section 5 for more details. [↑](#footnote-ref-10)
11. Scheduled for publication, Early 2018. See Section 5 for more details. [↑](#footnote-ref-11)
12. Scheduled for replacement, Early 2018. See Section 5 for more details. [↑](#footnote-ref-12)
13. Scheduled for replacement, Late 2017. See Section 5 for more details. [↑](#footnote-ref-13)
14. Scheduled for replacement, Fall 2017. See Section 5 for more details. [↑](#footnote-ref-14)
15. Scheduled for replacement, Early 2018. See Section 5 for more details. [↑](#footnote-ref-15)
16. Scheduled for publication, Early 2018. See Section 5 for more details. [↑](#footnote-ref-16)
17. Scheduled for replacement, Early 2018. See Section 5 for more details. [↑](#footnote-ref-17)
18. Scheduled for publication, Spring 2018. See Section 5 for more details. [↑](#footnote-ref-18)
19. Scheduled for replacement, Fall 2017. See Section 5 for more details. [↑](#footnote-ref-19)
20. Scheduled for replacement, Early 2018. See Section 5 for more details. [↑](#footnote-ref-20)
21. Scheduled for replacement, Early 2018. See Section 5 for more details. [↑](#footnote-ref-21)
22. Scheduled for replacement, Early 2018. See Section 5 for more details. [↑](#footnote-ref-22)
23. Scheduled for replacement, Fall 2017. See Section 5 for more details. [↑](#footnote-ref-23)
24. Scheduled for publication, Early 2018. See Section 5 for more details. [↑](#footnote-ref-24)
25. Scheduled for publication, Early 2018. See Section 5 for more details. [↑](#footnote-ref-25)
26. Scheduled for publication, Spring 2018. See Section 5 for more details. [↑](#footnote-ref-26)
27. Scheduled for replacement, Late 2017. See Section 5 for more details. [↑](#footnote-ref-27)