

Developing the Professional Leader Take 2 by Jill Mortensen

A leader is a person that is positive role model that can influence others by their own personal actions. A leader must model the behavior desired by participating in the task at hand. In developing our young leaders, it is essential to teach/provide/guide them with the tools that will allow them to become a professional. Our youth need to learn the mechanics of professionalism to take with them in their next adventure after high school. How can we have teachers expect success to occur if we do not provide the techniques to accomplish goals? It is valuable to incorporate curriculum within our leadership program that addresses and applies professionalism.

A very important question I ask my student leaders every year, whether they are new to the program or a veteran, is what kind of legacy do they want to leave behind? What is their brand? Kind, happy, giving, strong fun, etc. It is a thought provoking idea that cannot be answered within a class period, a day, a week, a month, but could take years to figure out.

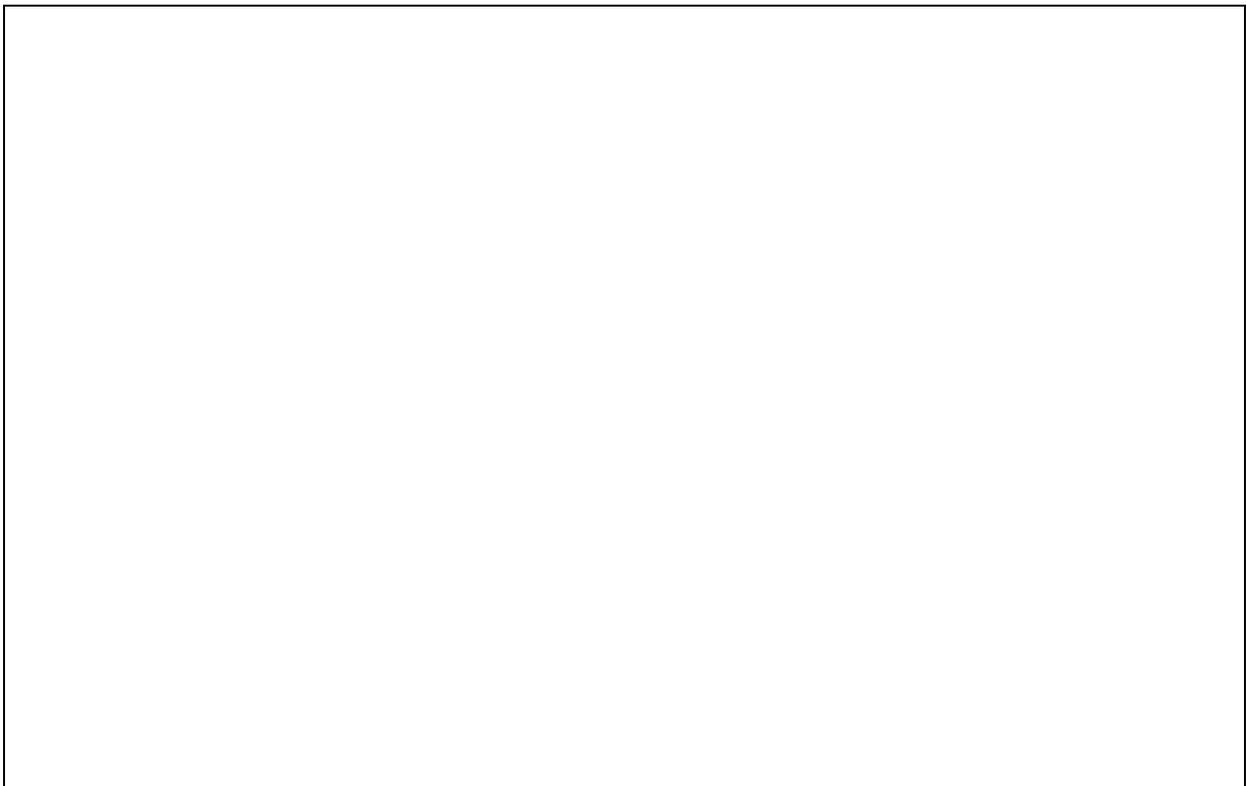
Take the journey with them as they grow into the leader you know they can become!

Contact Information

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Google Site: <http://goo.gl/kHmEdg>

Ah ha moment...



Unit 1

Your Future: Self Motivation: What do you Value?

The minds of our youth need to explore their ideas and interests so they can make mature decisions about the future they wish to pursue. In guiding our young leaders, we must ask multiple questions. What does this young soul value, believe, desire? What motivates them to be in a leadership program, play a sport, join a club, and do well in academics? Better yet, what defines their happiness? We must allow our students to explore these questions, research their interests, and weigh their future options. We must allow them to dream and guide them to be motivated leaders and find their calling in life.

Valuable Ted Talks and Videos

The Jelly Bean Video (*The Value of Time*)

https://www.youtube.com/watch?v=BOksW_NabEk

What is Happiness? Learn to be Happy in Life

<https://www.youtube.com/watch?v=IIWQeMFncm8>

Ted Talk: Measuring What Makes Life Worthwhile: Chip Conley

<https://www.youtube.com/watch?v=1QUF5QfnIbc>

Ted Talk: Why Some of Us Don't Have One True Calling: Emilie Wapnick

<https://www.youtube.com/watch?v=4sZdcB6bjl8>

Success in the New Economy: Kevin Fleming

<https://www.youtube.com/watch?v=AcNSpKX8kVs>

Assignment:

Take out a piece of binder paper. On this paper, write down your top three jobs you think you could be interested in your future, #1 being your top rated choice.

- a. For each career choice, write down in a couple sentences why you would like to pursue this job.
- b. Partner up and share your top three choices and why you are interested in those jobs.
- c. Homework - go home and research EACH position by answering the following topics:
 1. How long does it take to earn the degree for your job? What kind of degrees/licenses are needed for the job?
 2. How much money does this job make?
 3. Where can you find this job offering? Location?
 4. What are some of the duties and responsibilities of your job?
 5. What classes in high school have helped you prepare for the job of interest?

Ah ha moment...

Unit 2

Time Management

Our young teens are deeply involved with multiple activities and groups on their campus. As an Activities Director it is important, yet difficult, to realize they cannot do everything that is asked of them. Students must learn the skills of time management: organizing events they are in charge of, making it to club meetings, and showing up to practice takes time and effort. Fitting in homework, eating properly, and spending time with family is also essential. Developing a professional leader must allow for lessons in managing multiple priorities.

Time Awareness: show respect and genuine care when working with someone. Time is valuable (even a scarce resource). Your time is no more important than the person next to you. Time should be equally respected!

Valuable Ted Talks and Videos

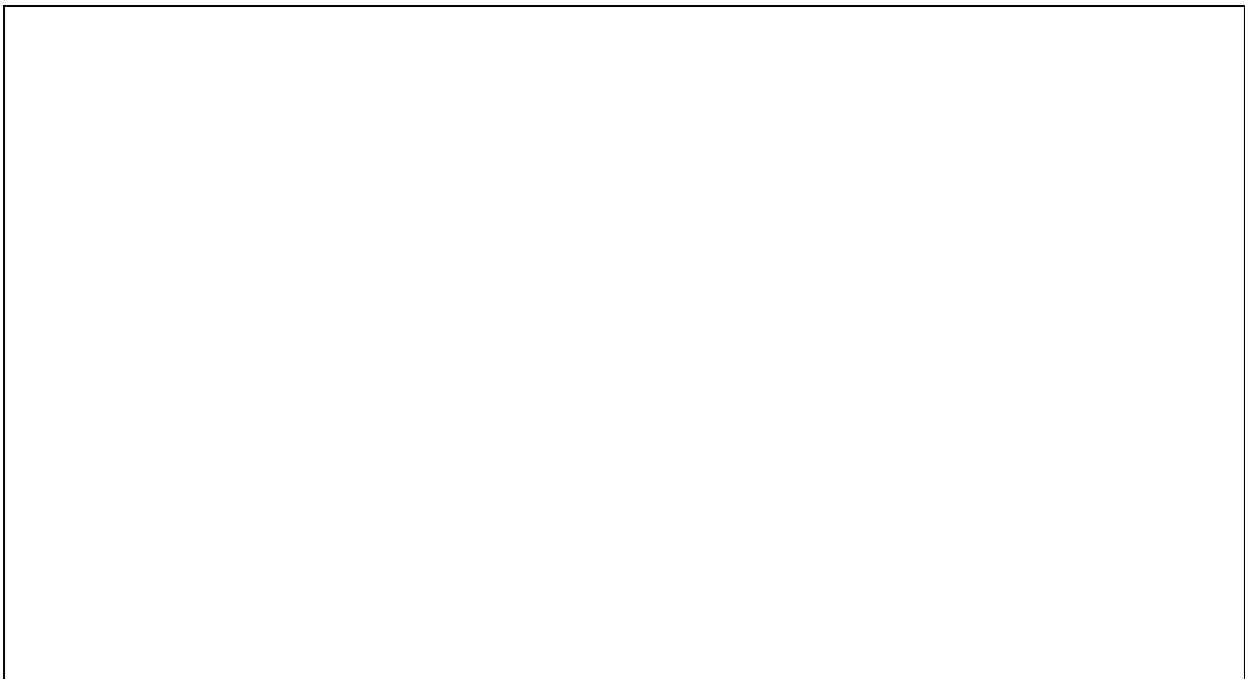
The Happy Secret to Better Work: Shaun Achor
<https://www.youtube.com/watch?v=fLJsdqxnZbo>

Who I want to be (a moment of Truth)
https://www.youtube.com/watch?v=l4l_eAD37pI

Assignment:

Teacher Interview

Ah ha moment...

A large empty rectangular box with a black border, intended for students to write their 'Ah ha moment'.

Name: _____

Leadership Teacher Interview/Profile Assignment

Directions: Each student will be assigned one/two teachers and classified staff on campus that work for RHS. You will conduct an interview and make a profile page with the information from the interview. The profile page will have a photo of the teacher as well.

The second component with this assignment is an interview of a peer in class. You will ask the questions assigned and create a write up like that of the teacher write up. You will be making formal presentations in class on your interview of this peer (Morty will determine if formal dress will apply).

This assignment will begin to introduce you to our professionalism semester unit in leadership. We will cover interviewing and public speaking. It is the goal to gain knowledge to be better equipped for your future outside of leadership and high school.

Teacher Interview

Step 1: Make an appointment with the teacher that is assigned to you in order to interview that teacher. Write down the interview date and time in box below. Once your appointment has been set, email Morty with the date and time of interview to jmortensen@riponhigh.net.

Step 2: Please ask the following questions and place the answers on a separate piece of binder paper and attach to this assignment.

1. What is your full name?
2. What subject do you teach?
3. Please describe your education in the past from colleges & universities.
4. How long have you been a teacher/staff member? How long have you worked for RHS?
5. If you could pick one animal to describe yourself, what would it be and why?
6. What are some of your hobbies?
7. What is some advice you have for students here at RHS?
8. What is one of your favorite memories working here at RHS?

Step 3: Take a photo of this teacher for the profile page with a digital camera. If you need one please talk to another student in leadership, the teacher, or the technology commissioners. Copying a staff photo online is not acceptable!

Step 4: Type of the information from your interview and set up the profile page according to the example attached to this assignment.

Step 5: Save the document as a .doc file and email it to the teacher so that a color copy can be printed on the printer in the classroom. WORD DOCUMENTS ONLY! jmortensen@riponhigh.net

Due Date: *September 24th, 2013* at the beginning of the period. NO LATE WORK WILL BE ACCEPTED!

We will print them out together in class and make poster and the profile book during this class period!

Grading Rubric Teacher Interview:

Interview Time and Date:	5 points
Interview Q&A attached to assignment:	5 points
Photo on Final Document	10 points
Type Profile Page	20 points
Total Point Value	40 points

Student Interview

Step 1: Conduct the interview on September 5th, 2013 in class. Each interview should take about 20 minutes with time to spare. If you finish early, work on the write up that you will conduct for this assignment.

Step 2: Please ask the following questions and place the answers on a separate piece of binder paper and attach to this assignment.

1. What is your full name?
2. What is your position in leadership?
3. If you could pick one animal to describe yourself, what would it be and why?
4. What is one of your goals for leadership this school year? What do you want to accomplish? Why?
6. What are some of your hobbies?
7. What is some advice you have for students here at RHS?
8. What is one of your favorite memories while attending RHS?

Step 3: Take a photo of this student for the profile page with a digital camera. If you need one please talk to another student in leadership, the teacher, or the technology commissioners.

Step 4: Type of the information from your interview and set up the profile page according to the example attached to this assignment.

Step 5: Save the document as a .doc file and email it to the teacher so that a color copy can be printed on the printer in the classroom. WORD DOCUMENTS ONLY! jmortensen@riponhigh.net

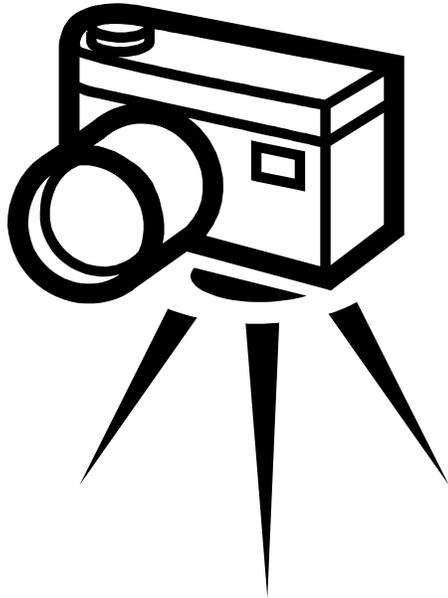
Due Date: *September 12th, 2013* at the beginning of the period. NO LATE WORK WILL BE ACCEPTED!

We will print them out together in class and make poster and the profile book during this class period!

Grading Rubric Teacher Interview:

Interview Q&A attached to assignment:	5 points
Photo on Final Document	10 points
Type Profile Page	20 points
Total Point Value	35 points

Grand total of points for entire assignment = 75 points



RIPON HIGH SCHOOL Staff Profiles Program

(Title above is size 24 font –
please use Times New Roman.)

Teacher First & Last Name

Subject Taught

(Teacher name and subject are size 18 font in Times
New Roman.)

Education & College Background (Titles below are 14 size font)

Information found below each subject heading will be size 12 font.

Please keep all headings and answers CENTERED.

Please use TIMES NEW ROMAN FONT!

Time in Profession

Skills and Abilities I Gained from being a teacher

What I Learned About Myself

What I love About Being a Teacher

Advice for RHS Students

Unit 3

Conflict Management: Working Well Under Pressure: Mutual Respect!

Our world reflects and promotes conflict in the name of drama and ratings. Our society does not promote or provide the skills for managing conflict. There is a great deal of disrespect, hatred, and negative language used within the daily lives of our students. It is imperative that we challenge our students to work well under pressure, be non-judgmental, and have the respect toward a peer even when opinions differ. Our students, our leaders, need to handle conflict, not be the source of the negative issues in our schools and society.

Valuable Ted Talk

Conflict Negotiation: Mukul Chaudhri
<https://www.youtube.com/watch?v=6xCKhV7zhuw>

Assignment:

Conflict Negotiation/Resolution/Management Q&A
Due _____

Directions: Answer the following questions based on your opinion and the evidence in the TED Talks video by *Mukul Chandhri: Conflict Negotiation*. If you would like to view the video from home again to get a fresher or listen more closely, here is the link: <https://www.youtube.com/watch?v=6xCKhV7zhuw>

Please answer:

1. What is the moral of the story regarding the camels?
2. Describe the concept of family and conflict.
3. What is the secret to peace within society? Explain.
4. What is the 3rd side and why is it important?
5. Stop fighting for a moment and start _____.
6. When you are angry you will _____?
7. What does it mean to go to the balcony?
8. What is the role/purpose of a story?
9. What was the basic concept that came from the Middle East centuries ago?
10. What does walking do within a relationship versus walking up to a person face to face?
11. What is the change that needs to be made for conflict to dissipate?
12. The speaker discussed conflict on a global and historical scale. How can this idea, the 3rd side, apply to your personal life? How can it apply to leadership and all that we accomplish in our school year?

Ah ha moment...

Unit 4

Self Image

Self Confidence: Body Language & Image

Having confidence to be a student leader on campus can be difficult for our youth. Society has utilized social media and technological advancements to shape the definition of beauty. Our students need to comprehend interpersonal skills, define the effects of body language and believe in their own self image. There are mental and physical aspects to this concept. Students must understand what it means to be professionally dressed, how to speak in a professional manner, and that their unique character is worth sharing with the world.

In life, we are asked to look at ourselves in various ways to fully understand what makes us who we are. Through that path we look to body language, self perception, how we dress, and speaking to others to allow ourselves to define our character. Sometimes those directions are marked as positive and sometimes negative. Your mindset will allow you to grow as a person and professional, but we must be careful about the “walls” that can be built along this journey called life.

Valuable Ted Talk

Embracing Otherness, Embracing Myself: Thandie Newton
<https://www.youtube.com/watch?v=uzKBGtfoioM>

Assignment:

Building Walls Article & Reflection

Ah ha moment...



Building Walls

If you think or feel as though you're not succeeding in some or multiple areas of your life right now, there's a reason.

The reason? You've built a wall.

A wall that keeps you insulated from feeling life fully. A wall that keeps space between you and authentic relationships (romance, friends, family, etc.) so no one ever has the opportunity to hurt you (or so you think). A wall of self-taught lies about what you are and are not capable of. A wall of perception colored by worst case scenarios. A wall of unrelenting fear.

I think it's important to build walls. Really important.

Because without them, there's nothing to break through. *There simply are no breakthroughs without walls.*

We are born wall-less. We acquire walls slowly over the course of our lives. Walls even get built faster at some points—usually during periods of trauma or distress. With every little hurt, we add a brick to our wall.

We carve out meaning in our lives when we're willing to take a hard look at the walls we've built and decide what needs to be broken down. We carve out more meaning in our lives when we take a hammer—otherwise known as courage—and *start breaking down the bullshit stories we've been telling ourselves about how things are, who we are, what the past means, and what the future holds.*

If you want to be successful, there's *literally* nothing stopping you aside from the walls you've built for yourself.

Nelson Mandela found joy and peace in a jail cell.

Anne Frank found joy and peace in an attic.

Thoreau found joy and peace in an isolated forest.

So many others find joy and peace in the midst of poverty, seclusion, illness, divorce, job loss, bankruptcy, and natural disaster.

So stop blaming where you are on your circumstances. Don't blame it on other people. Don't blame it on timing.

Your perspective is up to you. *The trajectory of your life is up to you.*

When you blame other forces outside of yourself, that's akin to building a wall and leaving your power on the other side of it.

It's time to start breaking those walls down.

Because the truth is...

- Someone is waiting to fall in love with exactly the person you are.
- An incredible employer is waiting to hire you for the talents you possess.
- Your perfect job is out there waiting to be found.
- You have *everything* it takes to get healthy and fit.
- There are opportunities out there for you to make extra income, just waiting for you to grab them.
- You are worthy of love.
- You can start a business *right now*. Maybe it'll fail. Maybe it'll succeed. If you're following your **heart and gut**, it'll be one of the best things you ever do either way.
- Joy is all around you, every day, all the time.

You are not alone. There are thousands—if not millions—of people around the world struggling with the same fears, insecurities, and walls that you are right now.

The difference between those who are ultimately successful and those who are not?

People who become successful are great at breaking down pre-existing walls and preventing new ones from going up. They knew the secret: everything they wanted was waiting for them on the other side of the walls they built.

You're no different.

So if there's something you want to change...

Go grab your hammer.

Unit 5

Effective Communicator: Public Speaking, Share Your Words!

Being able to share your knowledge to peers or colleagues with confidence and capability is not an easy job. It is the goal for all students to be able to stand in front of an audience and share their words with conviction and passion. The question that must be asked is: have I shared with my students the tools necessary to be a strong public speaker? Do they know that eye contact is crucial in making a connection with the audience? Are they aware of habits, such as playing with their hands or leaning on a podium, can distract the audience from the message being delivered? Do they know that their voice must carry to each person present in the room so being shy and meek with speech will cause many to not fully understand the words that are being spoken? This topic is vital for every type of leader in your class. First, as an Activities Director, you must model this behavior daily and second, students must gain the knowledge of good public speaking and practice, practice, practice!

Valuable Ted Talks & Videos

Your Body Language Shapes Who You Are: Amy Cuddy

https://www.youtube.com/watch?v=Ks-_Mh1QhMc

How to Dress for Career Success: Tips From Image Expert Erin Miller

<https://www.youtube.com/watch?v=raHgMfLYxKw>

Why I Live in Mortal Dread of Public Speaking: Megan Washington

<https://www.youtube.com/watch?v=xDHoBfsPVS8>

Assignment:

Formal Public Speaking Guidelines and Formal Speech with Grading Rubric

Ah ha moment...

Public Speaking Skills

Know the needs of your audience and match your contents to their needs. Know your material thoroughly. Put what you have to say in a logical sequence. Ensure your speech will be captivating to your audience as well as worth their time and attention. Practice and rehearse your speech at home or where you can be at ease and comfortable, in front of a mirror, your family, friends or colleagues. Use a tape-recorder and listen to yourself. Videotape your presentation and analyze it. Know what your strong and weak points are. Emphasize your strong points during your presentation.

When you are presenting in front of an audience, you are performing as an actor is on stage. How you are being perceived is very important. **Dress appropriately for the occasion.** Be solemn if your topic is serious. Present the desired image to your audience. Look pleasant, enthusiastic, confident, proud, but not arrogant. Remain calm. Appear relaxed, even if you feel nervous. Speak slowly, enunciate clearly, and show appropriate emotion and feeling relating to your topic. Establish rapport with your audience. Speak to the person farthest away from you to ensure your voice is loud enough to project to the back of the room. Vary the tone of your voice and dramatize if necessary. If a microphone is available, adjust and adapt your voice accordingly.

Body language is important. Standing, walking or moving about with appropriate hand gesture or facial expression is preferred to sitting down or standing still with head down and reading from a prepared speech. Use audio-visual aids or props for enhancement if appropriate and necessary. Master the use of presentation software such as *PowerPoint* well before your presentation. Do not over-dazzle your audience with excessive use of animation, sound clips, or gaudy colors, which are inappropriate for your topic. Do not torture your audience by putting a lengthy document in tiny print on an overhead and reading it out to them.

Speak with conviction as if you really believe in what you are saying. Persuade your audience effectively. The material you present orally should have the same ingredients as that which are required for a written research paper, i.e. a logical progression from INTRODUCTION (Thesis statement) to BODY (strong supporting arguments, accurate and up-to-date information) to CONCLUSION (re-state thesis, summary, and logical conclusion).

Do not read from notes for any extended length of time although it is quite acceptable to glance at your notes infrequently. Speak loudly and clearly. Sound confident. Do not mumble. If you made an error, correct it, and continue. No need to make excuses or apologize profusely.

Maintain sincere **eye contact** with your audience. Use the 3-second method, e.g. look straight into the eyes of a person in the audience for 3 seconds at a time. Have direct eye contact with a number of people in the audience, and every now and then glance at the whole audience while speaking. Use your eye contact to make everyone in your audience feel involved.

Speak to your audience, listen to their questions, respond to their reactions, adjust and adapt. If what you have prepared is obviously not getting across to your audience, change your strategy mid-stream if you are well prepared to do so. Remember that communication is the key to a successful presentation. If you are short of time, know what can be safely left out. If you have extra time, know what could be effectively added. Always be prepared for the unexpected.

Pause. Allow yourself and your audience a little time to reflect and think. Don't race through your presentation and leave your audience, as well as yourself, feeling out of breath.

Add humor whenever appropriate and possible. Keep audience interested throughout your entire presentation. Remember that an interesting speech makes time fly, but a boring speech is always too long to endure even if the presentation time is the same.

When using audio-visual aids to **enhance your presentation**, be sure all necessary equipment is set up and in good working order prior to the presentation. If possible, have an emergency backup system readily available. Check out the location ahead of time to ensure seating arrangements for audience, whiteboard, blackboard, lighting, location of projection screen, sound system, etc. are suitable for your presentation.

Have **handouts ready** and give them out at the appropriate time. Tell audience ahead of time that you will be giving out an outline of your presentation so that they will not waste time taking unnecessary notes during your presentation.

Know when to STOP talking. Use a timer or the microwave oven clock to time your presentation when preparing it at home. Just as you don't use unnecessary words in your written paper, you don't bore your audience with repetitious or unnecessary words in your oral presentation. To end your presentation, summarize your main points in the same way as you normally do in the **CONCLUSION** of a written paper. Remember, however, that there is a difference between spoken words appropriate for the ear and formally written words intended for reading. Terminate your presentation with an interesting remark or an appropriate punch line. Leave your listeners with a positive impression and a sense of completion. Do not belabor your closing remarks. Thank your audience and sit down.

Have the written portion of your assignment or report ready for your instructor if required.

Public Speaking Final Speech Grading Rubric

Grading Criteria	Point Value	Points Earned
Written Copy	10 points	/10
Dress Appropriately	10 points	/10
Body Language	10 points	/10
Speak (clarity)	10 points	/10
Do not read from notes	10 points	/10
Eye Contact	10 points	/10
Speak to audience/Pause	10 points	/10
3-5 minute time frame	10 points	/10
Total Points	80 points	/80

Unit 6

Strong Work Ethic: Showcase Your Efforts Resumes, Cover Letters, & Business Cards

Students need to build on their own capacity to work hard in all that is asked of them. Young adults need to find their desire and/or passion in completing tasks. With that said, students should have the capability to complete a thorough and professional resume and cover letter. Students should begin in high school a compilation of events, tasks, awards, and services they have accomplished. It is the goal that each student can build their resume yearly and improve on their writing skills.

Valuable Ted Talks

The Key to Success: Grit - Angela Lee Duckworth
<https://www.youtube.com/watch?v=H14bBuluwB8>

Embrace the Shake: Phil Hansen
https://www.youtube.com/watch?v=YrZTho_o_is

Assignment:

Resume & Cover Letter

Ah ha moment...

A large, empty rectangular box with a thin black border, intended for students to write their assignment or share an 'Ah ha moment'.

Resume

It is an important skill to know and learn how to properly build/write a resume. There are multiple formats that are available on the Internet to help you build and strong resume, but in leadership we are going to stick to a basic format. Below you will find the information that must be on your resume and turned into the Activities Director on the required due date.

Your resume needs to stand out to the employer, but should have these basic guidelines:

1. Keep your Resume to one page in length. An employers does not want to read a resume that is lengthy because they don't have the time, especially when there are multiple candidates for the job.
2. Place your references on a separate page so when the employer begins to call your references they are easily found.
3. Put your resume on a cream colored paper or something of that fashion. Do not use bright colors as they may distract the employer unless the job requires. Again research about your specific job is a must. Try not to use basic white paper as it can get easily lost amongst the paper work of an employer.

Resume Format

Your Contact Information

First Last Name
Street Address
City, State, Zip
Phone (Cell/Home)
Email Address

Objective

What do you want to do? If you include this section it should be a sentence or two about your employment goals. A customized objective that describes why you are the perfect candidate for the job can help your resume stand out from the competition.

Career Highlights / Qualifications

A customized section of your resume that lists key achievements, skills, traits, and experience relevant to the position for which you are applying can serve dual purposes. It highlights your relevant experience and lets the prospective employer know that you have taken the time to create a resume that shows how you are qualified for the job.

Experience

This section of your resume includes your work history. List the companies you worked for, dates of employment, the positions you held and a bulleted list of responsibilities and achievements.

Company #1
City, State
Dates Worked
Job Title
Responsibilities / Achievements
Responsibilities / Achievements

Company #2
City, State
Dates Worked
Job Title
Responsibilities / Achievements
Responsibilities / Achievements

Education

In the education section of your resume, list the colleges you attended, the degrees you attained, and any special awards and honors you earned.

College, Degree
Awards, Honors

Skills

Include skills related to the position / career field that you are applying for i.e. computer skills, language skills.

References available upon request

Have a separate list of references to give to employer.

Customize Your Resume

In all cases, be sure to personalize and customize your resume, so, it reflects your skills and abilities and connects them with the jobs you are applying for.

Grading Rubric

Contact information – 10 points
Objective – 10 points
Career Highlights – 10 points
Experience – 10 points
Education – 10 points
Skills – 10 points
References – 10 points (separate page)
Custom/Creativity/Completeness – 10 points
Total Points – 80 points!

DUE DATE: _____

Cover Letter/Letter of Application Sample Layout

Your Street
City, State, Zip Code
Date
[3 spaces]

Name of Individual
Title of Individual
Name of Employer
Street Address or PO Box Number
City, State, Zip Code
[1 space]

Dear Mr./Ms./Dr. _____:
[1 space]

Opening Paragraph. Attract attention. Clearly state the reason for writing, naming the position or type of work for which you are applying. Identify how you heard of the opening or how the employer's name was obtained (i.e., the Career Services Center informed me of your opening or Professor Smith in the Technology Department at Western Washington University recommended that I contact you.)

[1 space]

Second Paragraph. State your reason for writing this particular employer. Specify concrete reasons for the type of work you desire. Highlight: **your skills**; your goals; and/or how your education, experiences and other qualifications support your capacity to succeed in this job (in this organization.) "**Show your Stuff!**" **Describe what you can do for the employer rather than what the employer can do for you.** Significant accomplishments can be noted, but the resume should not be repeated any more than absolutely necessary. Basically, you are emphasizing your key qualifications -- selling yourself -- elaborating on background areas which will attract the employer for the specific career field or job you want.

[1 space]

Closing Paragraph. Restate your interest by indicating your availability for a personal interview. Either suggest a time or state your willingness to come at the convenience of the individual employer. End on a strong note. Indicate your resume is enclosed (and your placement file has been forwarded-if appropriate).

[1 space]

Sincerely yours,
[3 spaces]

(signature)
Full Name Typed
[1 space]
Enclosure

Unit 7

Dependable: Can you be a worthy Employee?

The door to the real world is a short distance for our teens and they will soon embark on a journey that will undoubtedly require a job to make money and pay bills. Various issues arise for our youth in their application for a job. Does your leadership student know how to properly apply for a job? Do they know how to go through a formal interview? Are they worthy to be an employee to the company desired? We need to be able to look to our students as dependable individuals that can move into the work force with ease, poise, and success. It is a lot of hard work and dedication on the part of the Activities Director, but creating a formal environment where our students can go through a mock interview in an area of job interest can be extremely rewarding and eye opening to our students. I guarantee that your students will fight you due to fear of the unknown, but once they experience this opportunity they will crave more knowledge and do so with enthusiasm.

Valuable Videos

Why We Need Common Core: I Choose C

<https://www.youtube.com/watch?v=dY2mRM4i6tY>

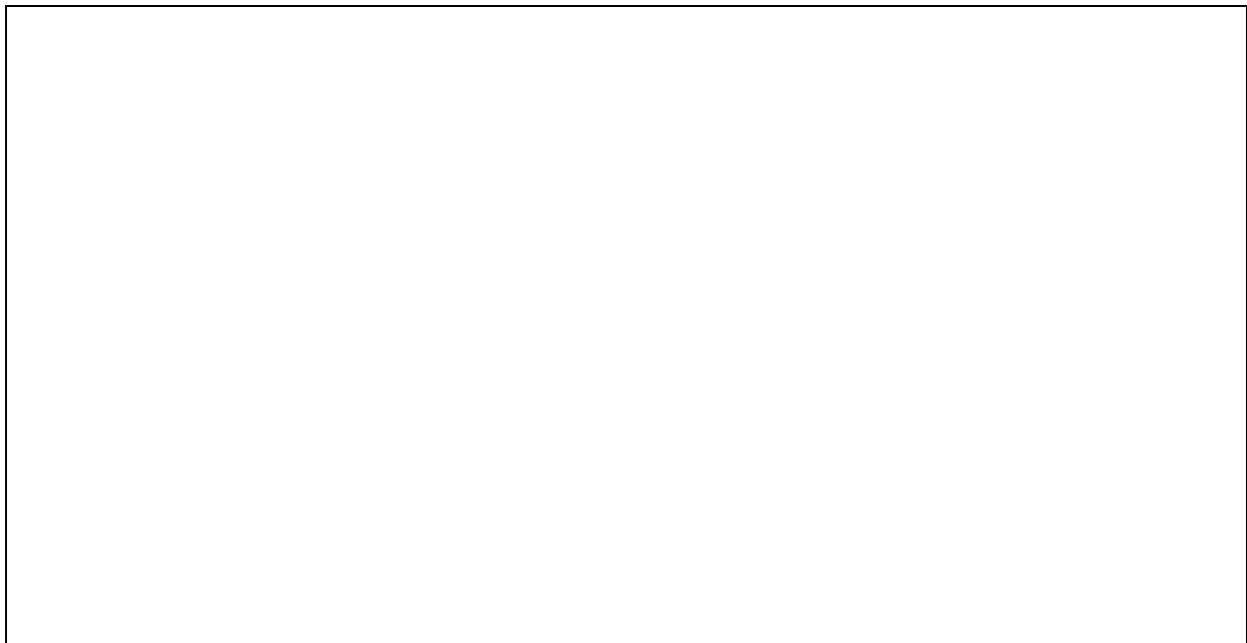
8 Traits of Successful People: Richard St. John

<https://www.youtube.com/watch?v=NOlov54DaXo>

Assignment:

Mock Interview

Ah ha moment...



Mock Interview Profession Interest 2016
 Revised by Morty

#	Profession	Student Name	Professional Assigned	Contact Information
1	Traveling Nurse	Benzinger, Mia		
2	Pharmaceutical Sales	Bogetti, Hailey		
3	Mechanical Engineer	Brow, Griffin		
4		Cardoza, Khiara		
5		Cruz, Kaydee		
6	Physical Therapist	DeFreitas, Sarah		
7		Dodgion, Gianna		
8		Gomez, Ashly		
9	Marketing & Communication	Hawes, Maddie		
10	Loan Officer/Business	Hawes, Trent		
11	Traveling Nurse	Holland, Alana		
12	Photographer/Writer	Hutto, Kayla		
13	Marketing Executive	Hutto, Robert		
14	Lawyer	Jacklich, Kayla		
15	Medical Representative	Machado, Riley		
16	Law Enforcement	Martinez, KJ		
17	High School English Teacher	Matthews, Austin		
18	Pediatric Nurse	McIntosh, Stevie		
19	Singer	Medrano, Vanessa		
20		Morrow, Carson		
21	Business Management	Nelson, Jack		
22	Pediatric Hospital Doctor	Regalo, Marissa		
23	Film Director	SanNicolas, Nick		
24	Business Marketing & Advertisement	Scearce, McLean		
25	Business Administration	Sexton, Darren		
26	Fire Fighter	Slamon, Courtney		
27	Computer Engineering	States, Branden		
28	Pharmacist	Thompson, Sarah		
29		Turner, Suzanne		
30	Physical Therapist	Ulrich, Mitchell		
31	Orthodontist	Waters, Dallas		
32	Speech Pathology	Waters, Eleanor		
33	Sports Medicine	Wells, Ty		
34	Anesthesiologist	Wenner, Elizabeth		
35	Elementary Teacher	Wever, Claire		
36	Magazine Editor	Winter, Chloe		

Mock Interview Student Information & Preparation

How to Prepare and Practice for an Interview

1. Research the organization. Review their website and understand the mission/core values of the company.
2. Review the job posting to prepare you for specific questions the interviewer may ask.
3. Prepare questions for the employer/interviewer.
4. Get details when called for an interview.
 - a. Address/directions to the interview location.
 - b. Are tests a component of the interview?
 - c. Is it a panel interview?
5. Bring copies of your resume and professional references.
6. Rehearse. It is important to practice answering questions before the actual interview.
 - a. Use a tape recorder or video camera.
 - b. Answer questions in front of a mirror.
 - c. Use note cards.
 - d. Hold a mock interview with a friend.

What to Wear...

What you wear to an interview makes a lasting impression and affects the direction of your interview. Wear clothing that is clean, pressed, and is considered business attire. In most cases, slacks, button-up shirt and tie for men. For women slack/shirts, button-up shirt or business dress. Always dress conservatively.

1. Pressed clothes, no wrinkles.
2. Clean and polished shoes, no open toed or tennis shoes.
3. Minimal jewelry, no facial piercings, cover tattoos.
4. No sleeveless clothing, spaghetti straps, bare midriffs.
5. Not too tight or short – women should be able to sit with skirt just above their knees.
6. Men- wear a white t-shirt under dress shirt.

Day of the Interview

1. Personal Hygiene – It is important you feel as confident as you can and that means taking a shower and being well groomed.
2. Be courteous to all employees at the interview location. You don't know who will be interviewing you, so be polite and pleasant to everyone.
3. Arrive early. Plan to arrive at the interview site approximately 15 minutes before your scheduled interview. If you arrive at the site earlier, wait in your car. **DO NOT BE LATE!**
4. Leave your cell phone in the car. It could be seen as a distraction by an employer.
5. Prepare definite questions about the company or the job responsibilities.
6. Be confident but not arrogant. Always give the employer examples as it gives credibility.
7. Smile, relax, and be yourself.
8. Never lie.
9. Maintain good eye contact.
10. Do not make derogatory remarks about former employers.
11. Project a positive attitude.

Unit 8

Team Oriented

Our youthful generation is focused on their own wants and needs engulfing themselves in selfies, drama, and the inability to comprehend the concept of privacy. As adults that work with children daily and are more aware of society's issues, it is our job to show them what it means to give back. Community service can be completed in various ways, but it is important to develop goals for this aspect in developing leaders. Students must learn to delegate or follow the lead of another, understand the amount of time that is necessary to do a job, and reflect on the progress and importance in giving to others.

Valuable Ted Talk

Volunteerism: the best platform for personal and professional development: Tuan Nyugen
https://www.youtube.com/watch?v=xJ7_od_etKg

Assignment:

Community Service (hours form)

Ah ha moment...



Community Service/Hours

Directions – As a student in leadership it will be required of you to complete a particular amount of hours of community service. These hours need to be completed outside of school time and activities. Necessary signatures will also be required.

A total of **5** hours per quarter will be required of you in your community service in leadership. Please complete the hours, describe the activity, and get the necessary signature to establish you did complete the hours. If you are unsure if your activity would count, please ask Mrs. Mortensen before completion of the activity.

Please turn this sheet into Mrs. Mortensen completed on the due date given by the AD.

Name of Student: _____

<i>Community Activity</i>	<i>Date</i>	<i>Amount of Hours</i>	<i>Signature by the Individual in Charge</i>

Due Dates will be at the end of each quarter:

Grading Rubric:

5 hours of community service = 5 points

Total possible Points = 25 points

Points gained by student in leadership = _____ /25

Grade student received on this assignment = _____

Unit 9

Positive Attitude: Integrity & Evaluation

Integrity has to be one of the most important aspects to developing a student leader. The quality of being honest and making good choices is key to the reputation of an activities program and also to the development of each one of our students. With that being said, we must show our students the power of a positive attitude. There will be good days, bad days, epic days, and even strange days in the lives of our student leaders. We must guide them to find the positive in all that we do. When that mindset takes shape the attitude of a person is healthier and infectious. Finding our own happiness and positivity is integral in developing our young leaders. It is also equally important to have honest conversations with students about the progress they are making. Evaluations, however scripted, allow the student leader to be aware of their actions, quality of work, and growth. If you cannot be honest with your students, how can you ask them to have integrity within their character?

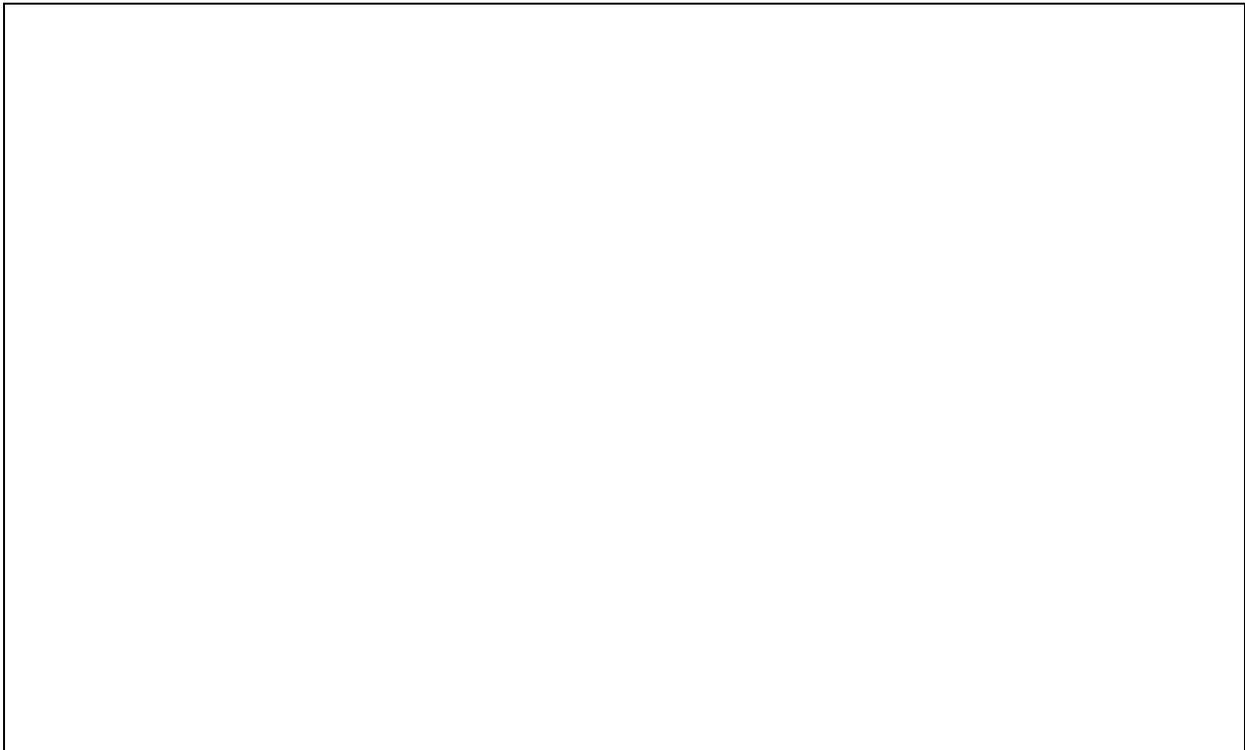
Valuable Ted Talk

Getting Stuck in the Negatives (and how to get unstuck): Alison Ledgerwood
<https://www.youtube.com/watch?v=7XFLTDQ4JMk>

Assignment:

Evaluations and Meetings

Ah ha moment...



Student Council Position – Quarterly Evaluation Form ASB President

Job Description:

The ASB President must be a member of leadership for at least one year to be elected into the position.

- Enroll in the Leadership/Student Council course.
- This officer should serve as an advocate for all students and ensure that all leadership projects are aligned with the team’s overall goals.
- Having an awareness and understanding of all student activities.
- Facilitating Leadership Council and ASB officer meetings.
- Holding monthly ASB meetings during class.
- Ensuring that the ASB officer team effectively communicates and works well together.
- Plan an agenda with the Activities Director for each class period and various meetings. (Stay on topic).
- Represent the student council at all meetings of organization and councils where the representation is necessary.
- Serve as a communication link between the governing bodies with respect and maturity.
- Preside at all student body assemblies or authorize someone to do so in his/her place.
- Appoint replacements for any opened offices on student council.
- Call special elections when deemed necessary.
- Monitor student council officers to verify they are fulfilling job responsibilities and complete quarterly evaluations of peers. Give the Activities Director the fully honest truth when evaluating yourself and the people you work with, good or bad.
- Make sure students in leadership STAY ELIGIBLE throughout the school year.
- Make sure EVERYONE is participating, not just a select few.
- Meet daily with the Activities Director.
- Form all needed committees.
- Attend Site Council Meetings with the ASB Vice President. If unable to go, find another ASB Officer to replace the absence.
- Supervise all committee chairpersons to establish and enforce timelines and deadlines for events and project preparation.
- Apart of the interview panel that helps to decide the following years positions in leadership.
- Plans the ASB Banquet with ASB Executive Board.
- Grades various leadership assignments as instructed by the Activities Director.
- Must be thick skinned, firm, and not afraid to change relationships for the betterment of the class structure.
- Keep on task at all times.
- STAY POSITIVE! This is a very strong role and requires much attention and dedication.
- Ensuring you are carrying out duties and responsibilities that have been given by the AD.
- Participate in planning, preparing, and attending all ASB and class events as assigned.
- Lead/contribute to committees as assigned (may have to complete on own time, outside of class period.) Be willing to give time outside of class to get projects done.
- Work, assist, supervise and communicate together as a team and find compromise and positivity.
- Turn in all work at prescribe deadline.
- Respect each position in the class and their authoritative role in making sure the class runs smoothly.
- Work daily to develop your professional skills.
- Spread school spirit; above and beyond what is expected.
- Attending all classes when possible and maintaining grades in those classes.
- Follow the Core Principles established each year.

Topic	Points Possible	Points Received	Comments
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Student has followed duties according to job description based on highlighted areas and written description by AD.	30 total points	/30	
<i>Student has showed positive leadership qualities. Student maintains a positive attitude in behavior and comments shared in class and with instructor regarding events, activities and work within the class assigned.</i>	30 total points	/30	
Student has meet deadlines as prescribed by the Activities Director.	30 total points	/30	
<i>Student has shown respect to peers, teachers, classified, administration, and Activities Director.</i>	30 total points	/30	
Student has followed class rules: sitting down when the bell rings, being quiet waiting for instruction from ASB President and AD, and getting started on daily assignments.	30 total points	/30	
<i>Student has been quiet when another person is speaking in front of the class.</i>	30 total points	/30	
Student has been productive in daily class activities, position work, committee work, and if not busy, looks to help another peer in class – goal: NOT to waste significant time allotted to get work completed. Student is not doing other school work for other classes during leadership time.	30 total points	/30	
<i>Student has used electronic devices in a professional manner. Cell phones are ok in the class under the discretion of the AD. Student uses phone for leadership related items. NOT to check social media and/or post unless directed by assignment and/or AD</i>	30 total points	/30	
Student has followed the core principles outlined by the class at the beginning of the school year.	30 total points	/30	
<i>Student has maintained academic excellence in courses at RHS. Student must maintain a C average grade in all classes or grade on evaluation will drop. If you cannot maintain grades in all classes, with the demands of the leadership program, then this is cause for concern.</i>	30 total points	/30	
Grade: _____	300 total points	/300	

Leadership Evaluation Meeting

Students will wait outside of Mrs. Mortensen's office at their scheduled appointment time. The time frame of the meeting will be between 5-10 minutes in length. Please be on time; if failure to attend meeting occurs, student will receive evaluation without discussion or potential changes made to the evaluation.

Student Name	Date	Time
Dallas Waters	12.7.15	11:35am
Stevie McIntosh	12.7.15	11:40am
Alana Holland	12.7.15	11:45am
Mia Benzinger	12.7.15	11:55am
Hailey Bogetti	12.7.15	11:50am
Chloe Winter	12.7.15	12:00pm
Sarah DeFreitas	12.8.15	11:50am
Nick SanNicolas	12.8.15	11:55am
Khiara Cardoza	12.8.15	11:35am
Kaydee Cruz	12.8.15	11:45am
Courtney Slamon	12.8.15	11:40am
Jack Nelson	12.8.15	12:00pm
Elizabeth Wenner	12.9.15	11:45am
Trent Hawes	12.9.15	11:55am
Ty Wells	12.9.15	11:40am
Riley Machado	12.9.15	11:50am
Griffin Brow	12.9.15	11:35am
McLean Scarce	12.10.15	11:35am
Suzanne Turner	12.10.15	11:50am
Sarah Thompson	12.10.15	11:45am
Ashly Gomez	12.10.15	11:55am
Austin Matthews	12.10.15	12:00pm
Robert Hutto	12.10.15	11:40am
Branden States	12.11.15	11:50am
Vanessa Medrano	12.11.15	11:35am
Mitchell Ulrich	12.11.15	11:45am
Kayla Hutto	12.11.15	11:40am
Ellie Waters	12.11.15	11:55am
Kayla Jacklich	12.14.15	11:35am
KJ Martinez	12.14.15	11:40am
Darren Sexton	12.14.15	11:45am
Claire Wever	12.14.15	11:55am
Maddie Hawes	12.14.15	11:50am
Marissa Regalo	12.14.15	12:00pm

Leaving a Legacy: The Future of the Program & Quality Leaders

What is the legacy of the program you have developed? Each student within a leadership program offers their own unique personality and when it is their time to leave, what is the legacy they leave behind? It is valuable to teach our students to create a brand for themselves and a brand as a leadership family. Help them to fully develop their interpersonal relationship skills and professional skills so they leave a legacy behind to the younger leaders. The bonus with this situation is that students will understand the core concepts/principles to the values placed into the activities program and what you as an Activities Director embody.

Valuable Video

Leave Your Legacy - video seen at start of presentation today
<https://www.youtube.com/watch?v=pgjmqrluy4>

Assignment:

Legacy Portfolio

Ah ha moment...

A large empty rectangular box with a thin black border, intended for students to write their 'Ah ha moment' or reflections on the assignment.

Legacy Portfolio Assignment

Leaving a Legacy...

As one of your final projects in leadership, you will be passing on the knowledge and ideas that you have built over this past year to next year's class. *If you have been in the leadership program in the past, you are not allowed to use information from past legacy binders. This legacy is based off of the current year in leadership.* Your gift to next year's leaders must have the following parts:

PART 1 – General Advice

(15 points for the Letter, 15 points for the Do and Don't List)

1. **The Letter** (this letter should have its own page)
 - a. Write a one-page letter to the officer or commissioner that will be replacing you for next year.
 - Any information you wish you had known at the beginning of the year.
 - Recommendations for improvements next year.
 - Things to be aware of (ex: any campus modifications must be approved).
 - Be Specific: giving advice in a general manner will not be as meaningful.

2. **Do's and Don'ts List** (this document should be a separate page from the letter)
 - a. Think of all the things you learned in your position this year. Create a general list; giving advice that you think would help your successor! Example:
 - DO: Plan publicity for at least ONE week prior to event.
 - DO: Turn in your project proposal on time – or your event being canceled!
 - DO: Have “check-ins” once a week, where everyone tells the team what he or she is working on. This meeting will help you keep your group on the same page and be sure that there are no duplication of efforts.

 - DON'T: Assumer it will be easy for you to find supervision for events. Plan at least 2 weeks ahead.
 - DON'T: Let only Leadership students sign up for your events – involved lots of outside students.

PART 2 – The Contact List (½ page document)

(10 points) – Every student must have at least three contacts on this list with phone number, address, and email address. Using Mrs. Mortensen as a contact is ok, but will not count as one of your three contacts required.

Write down all the contact information for everyone that you interacted with this year. For example: Prom contacts, DJs, Grand Events, email addresses, phone numbers, photographers, etc.

PART 3 – Budget (Everyone completes this aspect, even if you are not a treasurer; 1 page in length)

(10 Points) – The treasurer of each class is responsible for getting the budgets, making a copy, and giving it to the members in their group. ASB Officers and Commissioners will use the ASB budget. Class officers will use the class budgets. Renaissance and Link Crew have a separate budget that is required.

You are required to highlight any areas in the budget that pertained to your job/events specifically.

PART 4 – The Professional

(15 points) – As a class we have worked on many forms of professional learning with the goal of developing the professional leader. Please choose two aspects that were discussed this year and explain the topic and what each topic encompassed. Your goal in this section is to provide knowledge of a professional leader and share with next year’s position holder what you learned in this specific area.

PART 5 – A change...

(10 points) – Write a one page reflection on the year for you as a leader. Within this document, describe a time of frustration, lack of efficiency, or a problem that occur (as an individual or class). Next, provide a change for the future class. A positive change that could improve the inner workings of the student council program.

PART 6 – The ideal leader...

(10 points) - Describe what an ideal leader is in your words. What should a student in this program be expected to do regarding daily class activity, planning and event, and completing homework. What is acceptable and what is not acceptable behavior for a course such as this one at RHS.

PART 7 – Quote

(10 points) – Find a quote that represents you as a leader and the effort that you placed in the leadership program this year. Describe what this quote means to you as a leader and how it can impact the future students in this course. Why is the quote important? Why is reflection important? How can a simple statement make the biggest impact for the future? Think about it...

PART 8 – Goals

(10 points) – Look back on the goals that you listed in the scrapbook at the start of the year. There are six total. Write each goal in this section and reflect to see if you have made strides to accomplishing those goals. Explain in great detail. This should be at least one page in length if not longer.

PART 9 – Your Projects (Multiple Pages)

(25 points) - Within this section you are not allowed to make a quick potty press or write a fake announcement. You are required to use information that has already been developed. You can use old Leadership Procedure Forms and make a copy of the work. You can describe what a potty press should look like and create one on the computer. You can include old homework assignments that have been graded by Mrs. Mortensen. EVERYTHING in this section should not look as though you threw it together last minute. Quality is key in this section and can harm your grade overall within this assignment. **Start early on this section; do not procrastinate!**

Include a copy of all the various projects you accomplished while in your position.

- Project Proposals
- Flyers
- Purchase Orders, Approved facility forms, Minutes
- Agendas
- To Do Lists
- Timeline for Planning: This can be a calendar, or write up of how long it took you to plan this event.

PART 10 – Creativity and work ethic placed into the legacy

(10 points)

HOW TO ORGANIZE YOUR LEGACY

Format

1. You are required to have a cover page with your name, position and year on the cover.
2. Please include a table of contents and page numbers throughout portfolio.
3. You are required to place this portfolio in a three ring folder; a presentation folder. A binder will not count for credit.
4. Your personal letter should be the FIRST thing after the cover page and table of contents in the portfolio.
5. Detailed events about your job and each task is extremely important!
6. This document will be typed! Times New Roman, 12 pt font, 0.5 inch margins. Hand written work will not be accepted.

TOTAL POINT VALUE OF ASSIGNMENT = 140 points

DUE DATE: This assignment will be due to Mrs. Mortensen on May 13th, 2015. I expect it to be thorough and well done. Please do not wait til the last minute to complete this assignment.