

Introduction to Leadership

9091 18 weeks

Table of Contents

Acknowledgments.....	1
Course Description.....	2
Task Essentials Table.....	2
Curriculum Framework.....	3
SOL Correlation by Task.....	14
Collaborative Lesson Ideas.....	15
Appendix: Career Cluster Information.....	23

Acknowledgments

The components of this instructional framework were developed by the following curriculum development panelists:

Charles Burton, Instructor, Hopewell High School, Hopewell City Public Schools
Karen Charney, Instructor, Clover Hill High School, Chesterfield County Public Schools
Teresa Lindberg, Instructor, Edward W. Wyatt Middle School, Greensville County Public Schools
Donna Roush, Virginia State Advisor, Virginia DECA, Quinton
Danny Rubin, Owner, Rubin Education, Virginia Beach
Robyn Sherman, Instructor, Rockbridge County High School, Rockbridge County Public Schools
Lauren-Anne Sledzinski, Instructional Specialist, Richmond City Public Schools
Sandy Spavone, Executive Director, FCCLA, Reston
Dr. Maurice Smith, Assistant Professor, Virginia State University, Petersburg
D. Marie Stone, Instructor, Martinsville High School, Martinsville City Public Schools

Correlations to the Virginia Standards of Learning were reviewed and updated by:

Leslie R. Bowers, English Teacher (ret.), Newport News Public Schools
Vickie L. Inge, Mathematics Committee Member, Virginia Mathematics and Science Coalition
Anne F. Markwith, New Teacher Mentor (Science), Gloucester County Public Schools
Michael L. Nagy, Social Studies Department Chair, Rustburg High School, Campbell County Public Schools

The framework was edited and produced by the CTE Resource Center:

Heather A. Widener, Writer/Editor
Kevin P. Reilly, Administrative Coordinator

Sharon Acuff, Specialist, Marketing and Related Clusters
 Dr. Tricia S. Jacobs, CTE Coordinator of Curriculum and Instruction
 Dr. David S. Eshelman, Director, Workforce Development and Initiatives
 George R. Willcox, Director, Operations and Accountability

Office of Career, Technical, and Adult Education
 Virginia Department of Education

Copyright © 2019

Course Description

Suggested Grade Level: 9 or 10

This course introduces students to leadership skills. Key concepts include characteristics and styles of effective leadership, ethics, goal setting, problem solving, and communicating. Students will set and execute personal and professional leadership goals.

Task Essentials Table

- Tasks/competencies designated by plus icons (⊕) in the left-hand column(s) are essential
- Tasks/competencies designated by empty-circle icons (○) are optional
- Tasks/competencies designated by minus icons (⊖) are omitted
- Tasks marked with an asterisk (*) are sensitive.

9091	Tasks/Competencies
⊕	Describe the actions and attributes of effective leaders.
⊕	Identify roles and responsibilities of a leader.
⊕	Describe the characteristics of effective followers.
⊕	Relate one's own skills, aptitudes, and interests to the roles and responsibilities of leaders and followers.
⊕	Describe leadership skills.
⊕	Define leadership styles.
⊕	Complete a leadership self-assessment.
⊕	Identify types of power.

<input checked="" type="radio"/>	Determine leadership styles appropriate for given situations.
<input checked="" type="radio"/>	Identify methods of resource management.
<input checked="" type="radio"/>	Define <i>ethics</i> .
<input checked="" type="radio"/>	Define <i>ethical leadership</i> .
<input checked="" type="radio"/>	Identify communication skills needed as a leader and a follower.
<input checked="" type="radio"/>	Identify communication styles used by leaders and followers.
<input type="radio"/>	Identify forms of communication.
<input checked="" type="radio"/>	Identify problem-solving processes.
<input checked="" type="radio"/>	Demonstrate problem-solving processes.
<input checked="" type="radio"/>	Set personal or professional leadership goal(s).
<input checked="" type="radio"/>	Execute a personal or professional goal.

Legend: Essential Non-essential Omitted

Curriculum Framework

Identifying Effective Leaders and Followers

Task Number 39

Describe the actions and attributes of effective leaders.

Definition

Description should include

- the definition of an effective leader
- examples of recognized leaders (current and historical)
- the relationship among leaders and followers.

Process/Skill Questions

- What is a leader? Why are leaders important?

- What criteria do people use to judge the effectiveness of a leader?
- Where do people acquire their beliefs about and attitudes toward leaders and leadership?
- Why does a leader need ethical standards to be effective?
- What characteristics or skills should one develop to enhance one's leadership?
- What characteristics of a leader can be developed through training?
- What factors determine whether a person has the potential to be a good leader (i.e., are leaders born or made)?

Task Number 40

Identify roles and responsibilities of a leader.

Definition

Identification includes

- identifying stakeholders
- exploring future trends
- developing mission and vision statements
- setting short- and long-term goals
- managing resources (e.g., human, capital)
- monitoring progress
- evaluating and documenting lessons learned.

Process/Skill Questions

- Why does society need leaders?
- What is a stakeholder? How does a leader identify stakeholders?
- What are future trends, and how do they influence leaders?
- What are mission and vision statements, and how do leaders use and implement them?
- What is the difference between short- and long-term goals? Why are goals important?
- How are the roles and responsibilities of leaders shaped by the needs of their industries? What are some roles and responsibilities common across all industries?

Task Number 41

Describe the characteristics of effective followers.

Definition

Description includes the

- transactional relationship among leaders and followers
- importance of followers
- concept of an effective follower as a person who is
 - motivated
 - a good communicator

- reliable
- dedicated
- highly disciplined in carrying out assigned tasks
- assertive (e.g., able to offer suggestions to leaders)
- able to give and receive constructive criticism
- a critical thinker.

Process/Skill Questions

- What is a transactional relationship?
- What characteristics might a leader want to see in his/her followers?
- Why do effective followers need to be critical thinkers?
- What are some examples of occupations in which the ability to follow is more important than the ability to lead?
- How is an effective follower able to work both collaboratively and independently?

Task Number 42

Relate one's own skills, aptitudes, and interests to the roles and responsibilities of leaders and followers.

Definition

Relation should include self-evaluation of

- strengths
- weaknesses
- interests
- values.

Process/Skill Questions

- What resources are available to evaluate skills, aptitudes, and interests?
- Why should self-evaluation be an ongoing process?
- What is a strengths, weaknesses, opportunities, threats (SWOT) analysis? How is it used?
- Why is it important for a leader and for a follower to understand strengths and weaknesses?
- How do personal values and interests relate to leadership?

Examining Leadership Methods

Task Number 43

Describe leadership skills.

Definition

Description should include

- establishing vision
- motivating others
- communicating effectively
- evaluating risks
- maintaining awareness of trends
- making effective decisions
- developing teams.

Process/Skill Questions

- What is a vision? How does a vision differ from a plan?
- Why is it important for leaders to be up-to-date on current issues or trends?
- How do leaders motivate others? What are ethical considerations when motivating others?
- How do leaders assign members to teams? What are some considerations when developing teams?

Task Number 44

Define leadership styles.

Definition

Definition should include styles such as

- *authoritarian* or *autocratic*—leader dictates all policies and procedures and decides all goals and activities without input from others
- *democratic* or *participatory*—leader collaborates with others (leaders and team members); team members take on more responsibility
- *delegative* (*laissez faire*)—leader is more hands-off and allows team members to make more decisions
- *transformational*—leader causes valuable and positive change in individuals and social systems; leader fosters development of followers into leaders
- *strategic*—leader expresses a strategic vision and motivates and persuades others to adopt that vision
- *transactional*—leader focuses on supervision, organization, and performance; leader promotes compliance by followers through both rewards and punishments
- *situational*—leader must adjust leadership style to fit the development level of the followers he/she is trying to influence.

Definition should also include features of each style and examples of leaders who represent each style.

Process/Skill Questions

- When might a leader modify his or her style to fit a situation?
- What leadership styles can be observed in the family, in the classroom, and among peers?
- Why might one prefer to follow a leader who has a certain style?
- What are some ethical considerations for each leadership style?

- What are the pros and cons of each leadership style?

Task Number 45

Complete a leadership self-assessment.

Definition

Completion should include discovering leadership skills and/or styles through an online assessment.

Teacher resources: [What's Your Leadership Style?, MindTools](#); [Leadership Style Test, Psychology Today](#)

Process/Skill Questions

- Why is it important to complete a leadership self-assessment?
 - What effect does awareness of strengths and weaknesses have on one's leadership?
 - What factors lead to effective leadership?
 - How were the results of the leadership self-assessment surprising or not surprising?
 - How might one's leadership style change over time?
-

Task Number 46

Identify types of power.

Definition

Identification should include the following, with examples of each:

- Legitimate—power derived from a formal position or office held in an organization's hierarchy of authority
- Information—situation in which a person possesses needed or wanted information
- Expert—power based upon employees' perception that a manager or some other member of an organization has a high level of knowledge or a specialized set of skills that other employees or members of the organization do not possess
- Reward—the power of a manager to give some type of reward to an employee to influence employee actions
- Coercive—the ability of a manager to force an employee to follow an order by threatening punishment for non-compliance
- Referent—the ability of a leader to influence a follower because of the follower's loyalty, respect, friendship, admiration, affection, or desire to gain approval
- Charismatic—the ability to charm and persuade solely with the power of personality
- Moral—the degree to which one, by virtue of his or her perceived moral stature, is able to persuade others to adopt a particular belief or take a particular course of action

Process/Skill Questions

- How can a person lead without having power?
- What are some similarities and differences between the power that runs machinery and the power embodied in a person?
- What are ethical concerns associated with each type of power?
- How can each type of power be used positively and negatively?

Task Number 47

Determine leadership styles appropriate for given situations.

Definition

Determination should include the use of several example scenarios whereby a leadership style appropriate for the situation is selected and the reasons for the selection are explained.

Process/Skill Questions

- Why do different situations call for different leadership styles?
- How do leaders decide which style is appropriate in different situations?
- What might be the consequences of choosing an inappropriate leadership style for the circumstances?
How can such a choice be remedied?

Task Number 48

Identify methods of resource management.

Definition

Identification should include methods related to the effective use of people, data, and things, as well as

- organization
- goal setting
- prioritization
- time management
- evaluation.

Process/Skill Questions

- How can effective leaders ensure they are also good resource managers?
- How can the quality of resource management be evaluated?
- What are some examples of poor resource management, and how might one become a better manager of resources?
- How can one become a better resource manager?

Exploring Ethical Leadership

Task Number 49

Define *ethics*.

Definition

Definition should include *ethics* as a moral philosophy or a set of principles (e.g., a code of conduct set by a business) practiced by a person or group of people.

Process/Skill Questions

- What is the difference between ethical and unethical behavior?
- What is the difference between unlawful and unethical behavior?
- How do business ethics relate to image?
- What are some values that are desirable to include in a business code of ethics? Who decides what is ethical in business?
- What are some values that are desirable to include in a personal code of ethics?
- When should individuals report ethical misconduct?
- How does ethical behavior affect one's employability?
- What are some examples of deceptive practices?

Task Number 50

Define *ethical leadership*.

Definition

Definition includes *ethical leadership* as exhibiting morals and values in a leadership position. An ethical leader demonstrates character, morals, and virtue in work, focusing on the needs and rights of others.

Process/Skill Questions

- How does ethical behavior relate to leadership?
- What are *altruism* and *persistence*, and how do these terms relate to ethical leadership?
- What are the benefits of ethical leadership to an organization?
- Why is ethical decision making of great importance to a business?
- What are the main characteristics of ethical leaders?
- How do leadership styles influence ethical decisions?
- What are some key factors influencing ethical decision making in the workplace?
- What are some ways to resolve ethical conflicts?

Communicating as a Leader

Task Number 51

Identify communication skills needed as a leader and a follower.

Definition

Identification includes communication skills such as

- active listening
- awareness of nonverbal cues
- awareness of one's audience and environment
- leadership communication skills
 - delegating tasks clearly
 - managing meetings
- followership communication skills
 - analyzing instructions given (i.e., asking clarifying questions)
 - offering feedback (e.g., status reports) to leaders.

Process/Skill Questions

- What are two examples of nonverbal cues when communicating?
- Why is communication essential to a leader?
- What resources are available for helping improve oral communication skills?
- How would consideration of audience influence choice of communication methods?
- How is communication used while managing a meeting?
- How are communication skills used when offering feedback to leaders?

Task Number 52

Identify communication styles used by leaders and followers.

Definition

Identification may also include styles such as

- pioneer—willing to communicate vision; seeing endless possibilities
- connector—connecting others; championing relationships and partnerships
- guardian—analyzing and guarding against risks
- creative—promoting new ideas
- nurturer—helpful; supporting others.

Process/Skill Questions

- What leader has used the pioneer style of communication?

- What leader has used the connector style of communication?
- When might the guardian communication style be more effective than some of the other styles?
- When might the use of the creative communication style be ineffective?
- When might the use of the nurturer communication style be effective?

Task Number 53

Identify forms of communication.

Definition

Identification includes

- verbal communication
 - introductions
 - elevator speech
 - pitch
- written communication
 - letters
 - memoranda
 - emails
- use of technology to communicate
 - social media
 - text messaging
 - audio/visual (A/V) presentations.

Process/Skill Questions

- Why is it inappropriate to use texting language when communicating with an employer?
- What is an appropriate communication form in the workplace?
- What forms of communication are appropriate in personal life but not in professional life?
- What is an example of a situation when written communication is the most appropriate choice?
- How would a professional email differ from a personal email?
- How has technology affected oral communication? Have these changes been positive or negative?
- What resources are available for helping to improve oral communication skills and/or written communication skills?
- Why is the ability to produce effective written communication essential to a leader?

Practicing Problem Solving

Task Number 54

Identify problem-solving processes.

Definition

Identification includes

- definition of problem solving as the process of finding solutions to difficult or complex issues
- problem-solving steps
 - defining the problem
 - identifying the causes of the problem
 - generating possible solutions
 - evaluating the solutions
 - selecting an option or options
 - planning a course of action
 - implementing the plan
 - following up, evaluating, and monitoring progress.

Process/Skill Questions

- What is the importance of problem-solving skills to leaders and to followers? How do followers and leaders approach problem solving?
- What do established problem-solving processes have in common? What makes them different?
- How does the choice of a particular problem-solving approach depend on the type of problem to be solved? How does the choice depend on the context in which the problem occurs?
- What do established problem-solving processes have in common? How do they differ?

Task Number 55

Demonstrate problem-solving processes.

Definition

Demonstration may include

- identifying a problem
- setting a goal
- forming a plan
 - who
 - what
 - when
 - where
 - why
 - how
- acting on a plan
- following up on the plan.

Process/Skill Questions

- What criteria can be used to judge whether a solution was effective?
- What can a good leader do when people resist implementing his or her suggested solution to a problem?

- What communication skills are needed to demonstrate problem-solving processes? What management skills are needed?

Exploring Leadership Opportunities

Task Number 56

Set personal or professional leadership goal(s).

Definition

Setting goals includes

- reflecting on personal interests and aptitudes
- identifying leadership opportunities (e.g., career and technical student organization [CTSO], community organization, school club)
- identifying resources (e.g., team members)
- setting criteria for success
- making a plan of action.

Process/Skill Questions

- What opportunities exist in the school and/or community to build leadership skills?
- What circumstances or changes in life can encourage a revision of personal or professional goals?
- Why should individuals set career goals if they are going to change them later?
- Why is it sometimes better to maintain one's position rather than to revise one's position? When is each approach warranted?
- What leadership skills are helpful when a person is setting or revising personal or professional goals?
- Why is it important to set both short- and long-term goals?

Task Number 57

Execute a personal or professional goal.

Definition

Execution may be in relation to a short- or long-term goal and includes

- establishing criteria for success
- monitoring progress toward a goal
- documenting progress toward a goal
- making adjustments as necessary
- evaluating outcome based on criteria for success

- reflecting on lessons learned.

Execution also may include a presentation or report.

Process/Skill Questions

- Why does one need to continue to build leadership skills?
- How are goals important to current graduation requirements (e.g., Profile of a Virginia Graduate)?
- What are some ways to stay on track and monitor progress toward achieving a goal?
- How often should one evaluate progress made toward achievement of a goal?
- How does one determine if a goal needs to be adjusted?

SOL Correlation by Task

39	Describe the actions and attributes of effective leaders.	English: 9.3, 9.5, 10.3, 10.5 History and Social Science: VUS.2, VUS.3, VUS.4, VUS.5, VUS.6, VUS.7, VUS.8, VUS.9, VUS.10, VUS.11, VUS.12, VUS.13, VUS.14, WHI.3, WHI.4, WHI.5, WHI.6, WHI.7, WHI.8, WHI.9, WHI.10, WHI.11, WHI.12, WHI.13, WHI.14, WHI.15, WHII.2, WHII.3, WHII.4, WHII.5, WHII.6, WHII.7, WHII.8, WHII.9, WHII.10, WHII.11, WHII.12, WHII.13, WHII.14
40	Identify roles and responsibilities of a leader.	English: 9.5, 10.5
41	Describe the characteristics of effective followers.	English: 9.5, 10.5
42	Relate one's own skills, aptitudes, and interests to the roles and responsibilities of leaders and followers.	English: 9.5, 10.5
43	Describe leadership skills.	English: 9.5, 10.5
44	Define leadership styles.	English: 9.3, 10.3
45	Complete a leadership self-assessment.	
46	Identify types of power.	English: 9.5, 10.5
47	Determine leadership styles appropriate for given situations.	English: 9.5, 10.5
48	Identify methods of resource management.	English: 9.5, 10.5
49	Define <i>ethics</i> .	English: 9.3, 10.3
50	Define <i>ethical leadership</i> .	English: 9.3, 10.3
51	Identify communication skills needed as a leader and a follower.	English: 9.5, 10.5
52	Identify communication styles used by leaders and followers.	English: 9.5, 10.5

53	Identify forms of communication.	English: 9.5, 10.5
54	Identify problem-solving processes.	English: 9.3, 9.5, 10.3, 10.5
55	Demonstrate problem-solving processes.	English: 9.5, 10.5
56	Set personal or professional leadership goal(s).	English: 9.5, 10.5
57	Execute a personal or professional goal.	

Collaborative Lesson Ideas

Great-Granny's Will

Subjects

Consumer Mathematics, Leadership Studies Seminar, Family and Consumer Sciences

Objectives

- Create new products by using existing ones in an unusual way.
- Select apartment space, furnishings, and personal necessities for independent living.
- Develop a personal budget.

Real-world application

By combining creative vision with practical skills, such as the ability to use resources, a person can effect positive changes in his or her day-to-day life.

Materials needed

- Catalogs (furniture, building, environmental, or other)
- Newspapers
- "Great-Granny's Will" (see handout, next page)

Activities

- Following the provisions of "Great-Granny's Will," students write down ways to use the contents of Great-Granny's attic in new or unusual ways. For example, buttons cannot be sewn on a shirt but may be used to create a picture.
- Depending on the creativity shown in their ideas, students are "awarded" some or all of Great-Granny's \$250,000 estate to spend. Give the students newspaper classified ads and catalogs, and have each student find and furnish an apartment to live in.
- Have each student make a comprehensive list of all personal expenses for a month. These expenses should include rent, food, necessities, school fees, car fees, insurance, entertainment, clothing, or any other items needed. This information can be expanded into a monthly/yearly budget.

Evaluation of student performance

- Descriptions of the new items made from attic items will be clear, concise, and grammatically correct.
- Students will use a variety of resources to select items for purchase.
- Comprehensive list of expenses will include each type of expense specified by the instructor and will be logically organized and correctly totaled.

Related Virginia Standards of Learning

- English: 9.5, 9.8

Handout: Contents of Great Granny's Will

Great Granny died recently and left you, her favorite great grandchild, \$250,000. However, there is one slight “catch” to work out before you receive the money. She wants you to go through her attic and find some use for every object in it. You are not allowed to sell anything, throw it away, or donate it. You must use all the items in a way that differs from their original use. The items in the attic include those below (can be altered to meet any lesson plan).

1. A box of assorted buttons
2. A bunch of faded pictures of Great Granny’s friends and relatives
3. An adult “potty chair” from the 1800s. It is made of wood with a 12-inch circle cut out of the seat where a pan was inserted
4. A box of old books
5. A large Victorian plant stand
6. A one-piece bathing suit worn by Granny in 1892
7. Six petticoats (three with hoops in them)
8. A cedar chest
9. Three white napkins embroidered in pink and blue
10. Six plastic baskets in which mice have been playing
11. Seventeen player piano rolls (without the piano)
12. A box of broken and half-used candles
13. Thirteen empty dress boxes
14. A twenty-inch stuffed baby alligator (with a torn leg) that Granny bought on a trip to Florida
15. A large tin bucket
16. A box filled with holiday cards sent to Granny over the last 20 years
17. A 24” marble bust of President Buchanan
18. Two quill pens and an ink well
19. Five of Granny’s old hats in five round hat boxes
20. A large (three feet by four feet) cracked mirror in a wooden frame
21. Three brass candlesticks
22. Two old storm windows that do not fit the house
23. An old bicycle built for two

This lesson plan came from

Powhatan High School, Powhatan County Public Schools

Chemicals and Fashions: Making a Better World

Subjects

Chemistry, Fashion Marketing, Fashion Design

Objective

Use knowledge of fibers and fabrics to design and market fashion apparel and other products.

Real-world application

- New fabrics made from a variety of natural and synthetic fibers help make possible many new endeavors such as space and undersea exploration.
- Knowing what kind of fabric is best suited to a particular use is essential in the design and marketing of fashion apparel and household accessories.

Materials needed

- Assorted chemicals
- Computers with Internet connections

Activities

- Research techniques used in fiber production.
- Explain the methods used to transform fiber into fabric.
- Experiment with fibers to gather information about their characteristics.
- Prepare a natural fibers table that includes the characteristics inherent in each type.
- Prepare a list of natural and synthetic fiber fabrics and their uses as wearable products.
- Explore the printing and dyeing techniques used in textile production.
- Present a fashion apparel item and market it in terms of how the fabric behaves.
- Explore current textile trends and new fibers being used by designers and the fashion industry.

Evaluation of student performance

- Marketing presentation evaluated by marketing teacher or professional
- Fibers experiments and lab reports rated acceptable by the chemistry teacher

Related Virginia Standards of Learning

- English: 10.5, 10.8, 11.5, 11.8, 12.5, 12.8
- History/Social Science: GOVT.15
- Science: CH.1, CH.2, CH.3

This lesson plan came from

Booker T. Washington High School, Norfolk City Schools

The Element Rush

Subjects

Chemistry, Marketing

Objectives

- Use marketing research to develop a successful advertising campaign.
- Create a presentation on an element from the Periodic Table.

Taking it out of the classroom

Students in science and marketing classes taught each other the concepts they needed from each discipline to create a successful advertising campaign. Together, students used their professional knowledge and skills to market elements to satisfy consumer wants and needs.

Note: Students could offer their campaigns to Physical Science classes for the purpose of introducing elements and their properties.

Materials needed

- Periodic chart
- Computer with Internet access
- Appropriate art and office supplies as needed

Activities

- Groups of science and marketing students collect and analyze data on elements and advertising media.
- Groups prepare advertising media cooperatively.
- Groups present campaigns to clients (other class members).

Evaluation of student performance

- Actual product (advertising materials) 40%
- Group participation 20%
- Presentation 15%
- Preliminary research 10%
- Peer evaluation of group performance 10%
- Creativity 5%

Total 100%

Related Virginia Standards of Learning

- English: 11.1, 11.8
- Science: CH.2

This lesson came from

Heritage High School, Newport News Public Schools

Restaurant Experience

Subjects

Culinary Arts

Objectives

- Create an opportunity for young children to practice social skills in a restaurant setting.
- Perform restaurant duties to cook and serve young children safely and professionally.

Taking it out of the classroom

Many 5-year-old children have never experienced anything but a fast-food restaurant. Students in Culinary Arts displayed their professional skills by introducing kindergarten students to restaurant dining: ordering from a menu, being served by wait staff, paying for a meal, and leaving a tip for service. Students also gave a tour and talked about some of the jobs in the food service industry.

Materials needed

School restaurant equipment and supplies

Activities

Students in high school Culinary Arts

- prepared lunch items
- designed and produced a menu
- served kindergarten students, interacting in a professional manner to prompt good behavior
- gave a tour of the restaurant for the children and showed them some of the jobs.

Six kindergarten classes participated in the project by coming to the restaurant for lunch on selected days.

Evaluation of student performance

Students were evaluated on their professional skills and demeanor according to a checklist based on industry criteria.

Related Virginia Standards of Learning

English: 9.1, 10.1, 11.1

This lesson came from

Powhatan High School, Powhatan County Public Schools

How Would You Market Your Candidate?

Subjects

Government, Marketing, English

Objectives

- Research methods of marketing a product—in this case a political candidate.
- Explore the make-up of the candidate’s constituency.
- Study the candidate’s opinions and attitudes.
- Create a marketing campaign tailored to the candidate.

Real World Application

As students reach the voting age, they need to be aware of the influence that successful marketing has on voters. By formulating a marketing campaign for a local, state, or national upcoming election, students will become aware of the intricacies of political parties, platforms, and advertising. Their experience in the classroom will lead them to becoming more responsible voters in the future.

Materials Needed

- Computers with access to the Internet
- Access to traditional libraries
- Video equipment

Activities

Begin the analysis of your candidate by asking the following questions of your candidate or an official in your candidate’s campaign office:

- What are the requirements to qualify for your candidate’s office?
- Who is running against your candidate?
- What is your candidate’s educational background?
- What professional experience does your candidate possess?
- What is the opponent's campaign platform?
- What does your candidate have to offer the voters?
- Add other questions relevant to your candidate’s campaign.
- Decide how to present your candidate to the class.
- Prepare a 10-minute presentation of your candidate. This may include video footage, signs, presentations of the issues, posters, and other presentation techniques.
- Participate in a mock debate.
- Write a paper on your findings about your candidate, his/her party, and the issues.

Extended Activities

- Divide into political parties within the class. Research the parties’ candidates and create a platform for each candidate. Present the platforms to the class for analysis of strengths and weaknesses.
- Go into the community to present your “mock” candidates and platforms to teach the audience about each candidate. Present programs at PTA meetings, church meetings, and community club meetings.

Related Virginia Standards of Learning

- English: 9.1, 10.1, 11.1
- History/Social Science: GOVT. 1, 6, 16

This lesson came from

Patrick County High School, Patrick County Public Schools

What Would Happen If. . .

Subjects

U.S. History, Biology, Reading, English, Family and Consumer Sciences

Objectives

- Conduct a feasibility study of a new industry being located in your community.
- Explore the impact such an industry would have upon the community's economics, population growth, schools, housing market, and overall quality of life in the community.

Real World Application

Recent developments in communities reveal that there are both positive and negative aspects of new industry coming into a community. For example, many citizens of the town of Ashland were opposed to Walmart's coming to their area. Citizens of Eastern Hanover County did not want the State Fair of Virginia relocated in their neighborhoods. On the other hand, many people in the town of Williamsburg embraced the construction of Busch Gardens. Students will be involved in changes in their communities throughout their lives, and they must be able to make informed opinions about those changes and take appropriate actions.

Materials Needed

- Computers with Internet access
- Access to local libraries
- Paper, pen, pencil

Activities

- Use research skills to gather, organize, and synthesize information about prospective industries.
- Determine the projected economic and societal benefits of the new industry.
- Determine the possible negative impact of the industry upon the existing community.
- Analyze the possible ecological impact of the industry on the community.
- Develop a proposal about the location of the industry based upon your research.
- Participate in a group discussion or debate, present a persuasive speech, or write a research paper about your findings.

Evaluation of Student Performance

Individual papers, group presentations or debates, and speeches should be evaluated on the basis of the teacher's criteria.

Related Virginia Standards of Learning

- English: 9.6, 9.7, 9.8, 10.6, 10.7, 10.8
- History/Social Science: GOVT. 1, 3, 11, 14, 16

This lesson came from

Petersburg High School, Petersburg City Schools

Resources

Suggested Websites

General Leadership Sites

- <<http://www.leader-values.com/>>. Interesting links to famous people and their leadership styles
- <<http://www.giraffe.org>>. All about heroes of today and tomorrow
- <<http://www.coe.uga.edu/workethic/less4.htm>>. The role of work ethic in life success

Leadership Self-Inventory

- <<http://www.nwlink.com/~donclark/leader/leadchr.html>>. Leadership characteristics and traits
- <<http://www.nwlink.com/~donclark/leader/survlead.html>>. Leadership characteristics and skills survey
- <<http://www.nwlink.com/~donclark/leader/self.html>>. Leadership self-assessment

Analysis of Personal Leadership Style

- <http://www.mindtools.com/pages/article/newLDR_84.htm>. Leadership styles
- <<http://nwlink.com/~donclark/leader/survstyl.html>>. Leadership style survey
- <<http://literacy.kent.edu/Oasis/Leadership/over2.htm>>. Transformative leadership assessment

Benefits and Risks of Leadership

- <<http://www.leadershipnow.com/risktakingquotes.html>>. Quotes on risk-taking
- <<http://www.powerhomebiz.com/vol47/risk.htm>>. Improving performance by taking risks
- <<http://www.learningcenter.net/library/risk.shtml>>. Ways to optimize risk

Entrepreneurship Infusion Units

Entrepreneurship Infusion Units may be used to help students achieve additional, focused competencies and enhance the validated tasks/competencies related to identifying and starting a new business venture. Because the unit is a complement to certain designated courses and is not mandatory, all tasks/competencies are marked “optional.”

Appendix: Career Cluster Information

Career Cluster: Agriculture, Food and Natural Resources	
Pathway	Occupations
Agribusiness Systems	Agricultural Commodity Broker Agricultural Economist Agricultural Loan Officer Agricultural Products Sales Representative Farm Products Purchasing Agent and Buyer Farm, Ranch Manager Farmer/Rancher Feed, Farm Supply Store Sales Manager Sales Manager
Animal Systems	Agricultural Products Sales Representative Animal Breeder, Husbandry Animal Geneticist Animal Nutritionist Animal Scientist Aquacultural Manager Poultry Manager Veterinarian Veterinary Technician
Environmental Service Systems	Agricultural Products Sales Representative Environmental Compliance Inspector Environmental Sampling and Analysis Technician Hazardous Materials Handler Recycling Coordinator Secondary School Teacher Toxicologist Turf Farmer Water Conservationist
Food Products and Processing Systems	Biochemist Food Scientist
Natural Resources Systems	Ecologist Fish and Game Officer Fisheries Technician Forest Manager, Forester Forest Technician Geological Technician Logging Equipment Operator Microbiologist Outdoor Recreation Guide Park Manager Park Technician Range Technician Wildlife Manager
Plant Systems	Agricultural Products Sales Representative Botanist Certified Crop Advisor Crop Grower Custom Harvester Farm, Ranch Manager Farmer/Rancher Floral Designer Floral Shop Manager Forest Geneticist

Career Cluster: Agriculture, Food and Natural Resources	
Pathway	Occupations
	Golf Course Superintendent Machine Setter, Operator Nursery and Greenhouse Manager Ornamental Horticulturist Plant Breeder/ Geneticist Secondary School Teacher Soil and Plant Scientist Tree Surgeon Turf Farmer
Power, Structural, and Technical Systems	Agricultural Engineer Agricultural Equipment Operator Agricultural Equipment Parts Manager Agricultural Equipment Parts Salesperson Machinist Parts Manager Welder

Career Cluster: Architecture and Construction	
Pathway	Occupations
Construction	Cabinetmaker Carpenter Construction and Building Inspector Construction Manager Drywall Installer Electrician General Contractor Mason Plumber, Pipefitter Project Manager Roofer Tile Installer
Design/Pre-Construction	Architect Architectural Drafter Building Code Inspector Civil Engineer Cost Estimator Electrical Engineering Technician Interior Designer Landscape Architect Mechanical Drafter Mechanical Engineer Survey Technician Surveyor
Maintenance and Operations	Cabinetmaker Carpenter Construction and Building Inspector Construction Manager Drywall Installer Electrician

Career Cluster: Architecture and Construction	
Pathway	Occupations
	General Contractor Mason Plumber, Pipefitter Project Manager Restoration Technician Roofer Tile Installer

Career Cluster: Arts, Audio/Video Technology and Communications	
Pathway	Occupations
Audio and Video Technology and Film	Audio and Video Equipment Technician Audio-Video Designer, Engineer Editor Graphic Designer Multimedia Artist, Animator Producer Sound Engineering Technician Videographer
Journalism and Broadcasting	Art Director Broadcast Technician Editor Program Director Radio, TV Announcer Radio, TV Reporter
Performing Arts	Cinematographer Costume Designer Lighting Designer Technical Director Video, Film Editor
Printing Technology	Desktop Publisher Job Printer Prepress Technician Press Operator Production, Planning, Expediting Clerk
Telecommunications	Computer Programmer Network Systems and Data Communication Analyst Telecommunications Equipment Installer, Repairer
Visual Arts	Commercial Photographer Costume Designer Fashion Designer Fashion Illustrator Graphic Designer Illustrator Interior Designer Media Planner, Buyer Multimedia Artist, Animator Photographic Process Technician Textile Designer

Career Cluster: Business Management and Administration	
Pathway	Occupations
Administrative Support	Administrative Assistant Computer Operator Court Reporter Customer Service Representative Data Entry Specialist Dispatcher Executive Assistant Front Office Assistant Information Assistant Legal Assistant Librarian Library Assistant Management Analyst Medical Transcriptionist Office Manager Order Processor Paralegal Project Manager Receptionist Records Processing Assistant Shipping and Receiving Clerk
Business Information Management	Account Executive Administrative Assistant Applications Integrator Budget Analyst Chief Executive Officer Communications Equipment Operator Computer Support Specialist Cost Analyst Court Reporter Customer Service Representative Data Entry Specialist Database Analyst Desktop Publisher Executive Assistant Financial Analyst Front Office Assistant Information Assistant Legal Assistant Maintenance Technician Management Analyst Market Research Analyst Marketing Manager Medical Transcriptionist Office Manager Operations Research Analyst Paralegal Project Manager Receptionist Records Processing Assistant Software Test Engineer Systems Analyst

Career Cluster: Business Management and Administration

Pathway	Occupations
	<p>Technical Writer Word Processor</p>
General Management	<p>Administrative Assistant Administrative Services Manager Bill and Account Collector Billing Manager Business and Development Manager Chief Executive Officer Chief Operating Officer Contract Administrator Credit Manager Customer Service Representative Director Entrepreneur Executive Assistant Facilities Manager Financial Manager Franchisee General Manager Human Resources Manager Management Analyst Master Scheduler Medical Assistant Medical Transcriptionist Meeting and Convention Planner Office Manager Operations Manager Payroll Manager Project Manager Purchasing Manager Records Processing Assistant Sports and Entertainment Manager</p>
Human Resources Management	<p>Administrative Assistant Compensation and Benefits Manager Compliance Officer EEO Specialist Human Resources Administrative Assistant Human Resources Manager Management Analyst Occupational Analyst Office Manager Personnel Recruiter Project Manager Public Relations Manager Training and Development Manager</p>
Operations Management	<p>Administrative Services Manager Billing Manager Chief Operating Officer Copy Writer Customer Service Representative Customer Service Supervisor Department Manager Entrepreneur Facilities Manager General Manager</p>

Career Cluster: Business Management and Administration	
Pathway	Occupations
	Internet Entrepreneur Management Analyst Marketing Manager Master Scheduler Media Planner, Buyer Operations Manager Payroll Manager Procurement Specialist Purchasing Manager Sales Manager Salesperson Shipping and Receiving Clerk Sports and Entertainment Manager

Career Cluster: Education and Training	
Pathway	Occupations
Administration and Administrative Support	Instructional Coordinator School Principal School Superintendent Training and Development Manager
Professional Support Services	Audiologist Marriage and Family Therapist Mental Health Counselor Speech-Language Pathologist
Teaching and Training	Child Care Worker Coach, Secondary Level Director, Early Childhood Education Center Elementary School Teacher Kindergarten Teacher Owner, Early Childhood Center Secondary School Teacher Special Education Teacher Teacher Assistant Training Consultant/Training Specialist

Career Cluster: Finance	
Pathway	Occupations
Accounting	Accountant Accounting Clerk Controller Cost Analyst Management Accountant Merger and Acquisitions Manager

Career Cluster: Finance	
Pathway	Occupations
	Personal Financial Advisor Revenue Agent Tax Accountant
Banking Services	Account Executive Accountant Bill and Account Collector Branch Manager Compliance Officer Credit Analyst Debt Counselor Financial Manager Loan Officer Personal Financial Advisor Teller Title Researcher
Business Finance	Accountant Accounting Clerk Auditor Bill and Account Collector Cash Manager Controller Cost Analyst Economist Financial Analyst Management Accountant Project Manager Revenue Agent Shipping and Receiving Clerk Tax Accountant Tax Preparer
Insurance	Actuary Benefits and Job Analysis Specialist Claims Adjuster Claims Clerk Claims Examiner Compliance Officer Customer Service Representative Insurance Appraiser Insurance Processing Clerk Insurance Sales Agent Risk and Insurance Manager Underwriter
Securities and Investments	Financial Analyst Fund Manager Meeting and Convention Planner Personal Financial Advisor Real Estate Developer Securities and Commodities Sales Agent Tax Preparer

Career Cluster: Government and Public Administration	
Pathway	Occupations
Foreign Service	Diplomatic Courier Foreign Service Worker Interpreter/Translator
Governance	Legislative Aide Legislator Lobbyist
National Security	Combat Specialty Officer Military Enlisted Personnel Military Intelligence Specialist Military Officer Special Forces Personnel
Planning	Actuarial Analyst Economic Development Coordinator Economist Interviewer Urban and Regional Planner
Public Management and Administration	Court Clerk Eligibility Specialist Government Accountant/Auditor Mail Carrier Postal Service Clerk Postmaster/Mail Superintendent
Regulation	Aviation Inspector Compliance Officer Environmental Compliance Inspector Financial Analyst Financial Manager Private Detective, Investigator Transit Vehicle Inspector
Revenue and Taxation	Compliance Officer Financial Analyst Financial Manager Real Estate Appraiser Revenue Agent

Career Cluster: Health Science	
Pathway	Occupations
Biotechnology Research and Development	Biochemist Cell Biologist Medical, Clinical Laboratory Technician Research Assistant
Diagnostics Services	Cardiovascular Technologist Computer Tomography (CT) Technologist Medical, Clinical Laboratory Technician Medical, Clinical Laboratory Technologist Nuclear Medicine Technologist Phlebotomist Radiologic Technologist, Radiographer Radiologist

Career Cluster: Health Science	
Pathway	Occupations
Health Informatics	Admitting Clerk Bioinformatics Technician Clinical Ethicist Computer Programmer Dental Laboratory Technician Epidemiologist Financial Manager Health Educator Medical Assistant Medical Biller, Patient Financial Services Medical Information Technologist Medical, Health Services Manager
Support Services	Administrative Assistant Communications Equipment Operator Data Entry Specialist Environmental Sampling and Analysis Technician Food Service Worker Front Office Assistant Materials Manager Medical Transcriptionist Medical, Clinical Laboratory Technologist Mortician Records Processing Assistant
Therapeutic Services	Athletic Trainer Audiologist Certified Nurse Aide Dental Assistant Dentist Emergency Medical Technician, Paramedic Exercise Physiologist Home Health Aide Licensed Practical Nurse Massage Therapist Medical Assistant Occupational Therapist Occupational Therapist Aide Optician Pharmacy Technician Physical Therapist Physical Therapist Assistant Physician Recreation Therapist Registered Nurse Surgeon Surgical Technologist Veterinary Assistant Veterinary Technologist

Career Cluster: Hospitality and Tourism	
Pathway	Occupations
Lodging	Bookkeeping, Accounting, or Auditing Clerk Building Custodian Caterer Chief Engineer Concierge Environmental Specialist Executive Housekeeper Front Desk Clerk Front Office Manager Lodging Manager Maintenance Supervisor Marketing Manager Reservationist
Recreation, Amusements and Attractions	Advertising and Promotions Manager Camp Counselor Caterer Meeting and Convention Planner Recreation Supervisor Recreation Worker Retail Manager Sports Promoter
Restaurants and Food and Beverage Services	Caterer Cook Destination Manager Entrepreneur Executive Chef Facilities Manager Food Service Manager Franchisee Host, Hostess Meeting and Convention Planner
Travel and Tourism	Director of Convention and Visitors Bureau Director of Tourism Development Human Resources Manager Meeting and Convention Planner Tour, Travel Guide Travel Agent

Career Cluster: Human Services	
Pathway	Occupations
Consumer Services	Consumer Advocate Debt Counselor
Counseling and Mental Health Services	Career Counselor Dietitian, Nutritionist Educational/School Counselor Marriage and Family Therapist Mental Health Counselor Nutritional Counselor Rehabilitation Counselor

Career Cluster: Human Services	
Pathway	Occupations
	Social and Human Service Assistant Substance Abuse and Behavioral Disorder Counselor Volunteer Coordinator
Early Childhood Development and Services	Child Care Worker Director of Early Childhood Education Center Elementary School Teacher Nanny Parent and Family Educator Preschool Teacher Teacher Assistant
Family and Community Services	Adult Day Care Coordinator Educational/School Counselor Grief Counselor Medical, Public Health Social Worker Personal and Home Care Aide Rehabilitation Counselor Social and Community Service Manager Social and Human Service Assistant Volunteer Coordinator
Personal Care Services	Barber Cosmetologist Nail Technician Personal and Home Care Aide Personal Trainer

Career Cluster: Information Technology	
Pathway	Occupations
Information Support and Services	Account Executive Administrative Assistant Applications Integrator Communications Equipment Operator Computer Numerical Control Programmer (CNC Programmer) Computer Support Specialist Computer Systems Engineer, Architect Customer Service Representative Data Entry Specialist Data Modeler Database Administrator Database Analyst Executive Assistant Front Office Assistant Geographic Information Systems (GIS) Technician Information Systems Analyst Instructional Coordinator Internet Entrepreneur Maintenance Technician Medical Transcriptionist Multimedia Artist, Animator Network Systems and Data Communication Analyst

Career Cluster: Information Technology	
Pathway	Occupations
	Paralegal Receptionist Records Processing Assistant Software Test Engineer Systems Analyst Technical Writer Word Processor
Network Systems	Computer and Information Systems Administrator Computer Operator Computer Security Specialist Computer Software Engineer Computer Support Specialist Computer Systems Engineer, Architect Database Analyst Network and Computer Systems Administrator Network Architect Network Systems and Data Communication Analyst Radio, TV Broadcast Technician Software Test Engineer Sound Engineering Technician Systems Analyst Telecommunications Equipment Installer, Repairer Telecommunications Specialist
Programming and Software Development	Applications Integrator Computer Software Engineer Game Designer, Programmer Multimedia Artist, Animator Network Systems and Data Communication Analyst Programmer Project Manager Software Applications Engineer Software Test Engineer Systems Analyst Web Developer
Web and Digital Communications	Applications Integrator Computer Support Specialist Computer Systems Engineer, Architect Game Designer, Programmer Graphic Designer Instructional Coordinator Multimedia Artist, Animator Project Manager Radiologic Technologist, Radiographer Software Test Engineer Systems Analyst Web Developer Webmaster

Career Cluster: Law, Public Safety, Corrections and Security	
Pathway	Occupations
Correction Services	Corrections Officer Probation, Parole Officer
Emergency and Fire Management Services	Dispatcher Emergency Medical Technician, Paramedic Fire Investigator Firefighter Hazardous Materials Removal Worker
Law Enforcement Services	Customs Inspector Forensic Science Technician Police Officer Private Detective, Investigator U.S. Marshal
Legal Services	Administrative Assistant Arbitrator Attorney Court Reporter Customer Service Representative Legal Assistant Office Manager Paralegal Receptionist Records Processing Assistant
Security and Protective Services	Private Detective, Investigator Security Officer

Career Cluster: Manufacturing	
Pathway	Occupations
Health, Safety, and Environmental Assurance	Occupational Health and Safety Specialist Safety Engineer
Logistics and Inventory Control	Dispatcher Logistician Materials Handler Shipping and Receiving Clerk
Maintenance, Installation, and Repair	Millwright
Manufacturing Production Process Development	Electro-Mechanical Technician Industrial Engineer Industrial Engineering Technician Manufacturing Systems Engineer Millwright Network Designer Precision Inspector, Tester, or Grader Production Manager Programmer SPC (Statistical Process Control) Coordinator
Production	Assembler Automated Manufacturing Technician Extruding and Drawing Machine Operator Tool and Die Maker

Career Cluster: Manufacturing	
Pathway	Occupations
	Welder
Quality Assurance	Calibration Technician Precision Inspector, Tester, or Grader Quality Control Technician SPC (Statistical Process Control) Coordinator

Career Cluster: Marketing	
Pathway	Occupations
Marketing Communications	Advertising Account Executive Advertising and Promotions Manager Art Director Copy Writer International Merchandising Manager Marketing Communication Manager Marketing Manager Media Planner, Buyer Multimedia Artist, Animator Public Information Director Public Relations Manager Public Relations Specialist Sales Manager Trade Show Manager Web Developer
Marketing Management	Advertising and Promotions Manager Art Director Brand Manager Chief Executive Officer Entrepreneur Franchisee General Manager Internet Entrepreneur Marketing Communication Manager Marketing Manager Media Planner, Buyer Multimedia Artist, Animator Public Information Director Public Relations Manager Retail Manager Shipping and Receiving Clerk
Marketing Research	Brand Manager Database Administrator Market Research Analyst Merchandising Coordinator Product Planner
Merchandising	Account Executive Customer Service Representative Merchandise Buyer Merchandise Displayer, Window Trimmer Merchandise Manager

Career Cluster: Marketing	
Pathway	Occupations
	Merchandising Coordinator Operations Manager Retail Manager
Professional Sales	Account Executive Entrepreneur Human Resources Manager Investment Banker Manufacturer's Sales Representative Media Planner, Buyer Multimedia Artist, Animator Property, Real Estate, and Community Association Manager Real Estate Appraiser Real Estate Broker Real Estate Sales Agent Sales Manager Salesperson Telemarketer Trade Show Manager Wholesale and Manufacturing, Technical and Scientific Products Sales Representative

Career Cluster: Science, Technology, Engineering and Mathematics	
Pathway	Occupations
Engineering and Technology	Aeronautical Drafter Aerospace Engineer Aerospace Engineering Technician Agricultural Engineer Architect Assembler Biomedical Engineer Chemical Engineer Civil Engineer Civil Engineering Technician Commercial and Industrial Designer Computer Hardware Engineer Computer Programmer Computer Software Engineer Electrical Drafter Electrical Engineer Electrical Engineering Technician Electro-Mechanical Technician Electronic Drafter Electronics Engineering Technician Engineer Engineering Manager Engineering Technician Environmental Engineer Human Factors Engineer Industrial Engineer Industrial Engineering Technician

Career Cluster: Science, Technology, Engineering and Mathematics

Pathway	Occupations
	<p> Landscape Architect Machine Setter, Operator Manufacturing Systems Engineer Marine Engineer Materials Engineer Mechanical Drafter Mechanical Engineer Mechanical Engineering Technician Network and Computer Systems Administrator Network Systems and Data Communication Analyst Nuclear Engineer Petroleum Engineer Pipeline Drafter Power Systems Engineer Production, Planning, Expediting Clerk Project Manager Quality Engineer Quality Technician Statistician Stockroom, Warehouse, or Storage Yard Stock Clerk Systems Analyst Technical Writer Telecommunications Specialist Transportation Manager </p>
<p>Science and Mathematics</p>	<p> Animal Nutritionist Animal Scientist Atmospheric Scientist Bioinformatics Technician Biologist Botanist Chemist Ecologist Economist Environmental Scientist Geodetic Surveyor Geoscientist Hydrologist Materials Scientist Microbiologists Oceanographer Plant Biologist Plant Breeder and Geneticist Plant Pathologist Research Chemist Secondary School Teacher Technical Writer Toxicologist Veterinarian Veterinary Assistant </p>

Career Cluster: Transportation, Distribution and Logistics	
Pathway	Occupations
Facility and Mobile Equipment Maintenance	Aircraft Mechanic and Service Technician Aircraft Structure, Surfaces, Rigging, and Systems Assembler Automotive Body and Related Repairer Automotive Glass Installer and Repairer Automotive Service Technician, Mechanic Diesel Service Technician Electrical and Electronic Installer Electrical and Electronic Repairer Marine Watercraft Repair and Maintenance Worker Motorboat Mechanic Service Technician Small Engine Mechanic
Logistics Planning and Management Services	Logistics Analyst Logistics Engineer Logistics Manager
Transportation Operations	Air Traffic Controller Aircraft Mechanic and Service Technician Flight Engineer Motorboat Operator Pilot Ship Engineer Transportation Manager
Transportation Systems/Infrastructure Planning, Management and Regulation	Aerospace Engineer Civil Engineer Civil Engineering Technician Pilot Traffic Engineer Traffic Technician Transportation Manager Urban, Regional Planner
Warehousing and Distribution Center Operations	Traffic Engineer Transportation Manager