

# Leadership Development

**9096 18 weeks**

**9097 36 weeks**

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## Course Description

**Suggested Grade Level:** 11 or 12

This course fosters the development of effective leadership skills in students. Concepts such as goal setting, project management, communication, resource management, global etiquette, and team building are emphasized. Students will complete a project and develop a portfolio highlighting their development as leaders.

## 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.

9096	9097	Tasks/Competencies
(+)	(+)	Analyze current leaders and their distinguishing characteristics.
(+)	(+)	Analyze the benefits and risks in assuming a leadership role.
(+)	(+)	Determine aptitude as a leader.
(+)	(+)	Apply results of leadership self-evaluation.
(+)	(+)	Describe the function of leadership.

<input checked="" type="radio"/>	<input checked="" type="radio"/>	Write a personal vision statement.
<input checked="" type="radio"/>	<input checked="" type="radio"/>	Establish personal or professional leadership goals.
<input checked="" type="radio"/>	<input checked="" type="radio"/>	Describe leadership skills.
<input checked="" type="radio"/>	<input checked="" type="radio"/>	Distinguish a leader from a manager.
<input checked="" type="radio"/>	<input checked="" type="radio"/>	Compare the effectiveness of several leadership styles.
<input checked="" type="radio"/>	<input checked="" type="radio"/>	Analyze one's own leadership style.
<input checked="" type="radio"/>	<input checked="" type="radio"/>	Describe techniques for motivating others.
<input checked="" type="radio"/>	<input checked="" type="radio"/>	Apply problem-solving processes.
<input checked="" type="radio"/>	<input checked="" type="radio"/>	Collaborate on a project.
<input type="radio"/>	<input type="radio"/>	Use project-management tools.
<input checked="" type="radio"/>	<input checked="" type="radio"/>	Describe the nature of ethics.
<input checked="" type="radio"/>	<input checked="" type="radio"/>	Relate ethical leadership to ethical principles.
<input checked="" type="radio"/>	<input checked="" type="radio"/>	Analyze situations where ethics are applied.
<input checked="" type="radio"/>	<input checked="" type="radio"/>	Identify communication skills needed as a leader and as a follower.
<input checked="" type="radio"/>	<input checked="" type="radio"/>	Analyze communication styles used by leaders and followers.
<input checked="" type="radio"/>	<input checked="" type="radio"/>	Apply verbal communication skills.
<input checked="" type="radio"/>	<input checked="" type="radio"/>	Apply written communication skills.
<input checked="" type="radio"/>	<input checked="" type="radio"/>	Demonstrate nonverbal communication techniques.
<input type="radio"/>	<input checked="" type="radio"/>	Demonstrate elements of etiquette.
<input type="radio"/>	<input type="radio"/>	Describe methods of organizational planning.
<input checked="" type="radio"/>	<input checked="" type="radio"/>	Plan a meeting.
<input checked="" type="radio"/>	<input checked="" type="radio"/>	Participate in a meeting.
<input type="radio"/>	<input checked="" type="radio"/>	Determine priorities.
<input type="radio"/>	<input checked="" type="radio"/>	Identify leadership opportunities.
<input checked="" type="radio"/>	<input checked="" type="radio"/>	Develop a plan to exercise leadership skills.
<input checked="" type="radio"/>	<input checked="" type="radio"/>	Analyze risks that may impede project goals.

+	+	Execute a project.
+	+	Develop a portfolio.

Legend:  Essential  Non-essential  Omitted

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# Curriculum Framework

## Examining Effective Leaders and Followers

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### Task Number 39

#### Analyze current leaders and their distinguishing characteristics.

##### Definition

Analysis should include

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

##### Process/Skill Questions

- What characteristics make a leader effective? What does *effective* mean in terms of leadership?
- What is the difference between a leader and a follower? What is the relationship between a leader and a follower?
- How has leadership changed over the course of history?
- How do leaders get started? How can someone who wants to become a leader begin his or her career?
- Why do some people rise consistently to leadership positions and others do not?

#### AAFCS Leadership Essentials

**1B Critique personal qualities needed for leadership roles and responsibilities.**

**1C Examine leadership styles, philosophies, and theories.**

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## Task Number 40

### Analyze the benefits and risks in assuming a leadership role.

#### Definition

Analysis should include using the list of leaders and characteristics generated in the previous task to distinguish between leadership benefits and risks (see table).

Feature	Benefit	Risk
Ambition	High achievement; wide recognition	Sacrifices necessary to maintain position
Willingness to take risks	Rewards, including money or power	Failure; competition
Power	Effectiveness, influence on others or satisfaction in working for the benefit of others	Susceptible to corruption; threat of power becoming an obsession

#### Process/Skill Questions

- What is meant by, “It’s lonely at the top”?
- How might ethical leaders deal with followers who disagree with them or challenge their position? How might unethical leaders deal with these situations?
- What are the benefits of being a leader?
- What risks must a leader take?

#### AAFCS Leadership Essentials

**1B Critique personal qualities needed for leadership roles and responsibilities.**

**1C Examine leadership styles, philosophies, and theories.**

**1D Analyze the importance of ethical leadership.**

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## Task Number 41

### Determine aptitude as a leader.

#### Definition

Determination should include self-evaluation of

- strengths

- weaknesses
- interests
- values.

### **Process/Skill Questions**

- What is the definition of *aptitude*?
- Why is it important to determine one's aptitude as a leader?
- What can be learned by evaluating one's aptitude?
- Why is a self-evaluation important? Why would it be an important tool for a leader?

### **AAFCS Leadership Essentials**

**1B Critique personal qualities needed for leadership roles and responsibilities.**

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## **Task Number 42**

### **Apply results of leadership self-evaluation.**

#### **Definition**

Application includes

- using results of self-evaluations to form a team
- defining team member roles.

Teacher resource: [Personal Leadership Inventory, SkillsUSA](#) (includes several types of self-assessment)

### **Process/Skill Questions**

- How would a leader use the results of a self-evaluation?
- How would a leader use the results to form a team? How does an effective team assist the leader?
- How does a leader define team member roles?

## **Task Number 43**

### **Describe the function of leadership.**

#### **Definition**

Description should include consideration of

- environment
- relationships among team members (leaders and followers)
- need for change

- vision of the future.

## **Process/Skill Questions**

- What effects do gender, ethnicity, political affiliation, religion, and socioeconomics have on leadership?
- How do changing situations affect leadership roles in the family; in the classroom or school; or in the local community, state, nation, and world?
- Why is change important? How do leaders enact change?
- Why does a leader need a vision for the future?

## **AAFCS Leadership Essentials**

**1A Define leadership.**

**1B Critique personal qualities needed for leadership roles and responsibilities.**

**1C Examine leadership styles, philosophies, and theories.**

**1D Analyze the importance of ethical leadership.**

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## **Task Number 44**

### **Write a personal vision statement.**

#### **Definition**

Writing a personal vision statement includes examination of sample statements as well as a consideration of questions such as the following:

- What do you want to accomplish?
- What are your aspirations for the future?
- What do you want to be?
- What values, attributes, and capabilities are important to you?
- What ethical standards and behaviors do you possess?

#### **Process/Skill Questions**

- What are the definitions of *vision* and *vision statement*?
- Why do companies produce vision statements?
- What is the value in having a personal vision statement?
- What is an ethical standard?
- Why are ethics important to include in a personal vision statement?
- What is a shared vision?
- Why might a person alter a vision statement?

## **AAFCS Leadership Essentials**

**2A Utilize effective strategies, skills, and practices to solve problems, make decisions, set goals, and promote productivity.**

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## **Task Number 45**

### **Establish personal or professional leadership goals.**

#### **Definition**

Establishing goals includes specific, measurable, achievable, results-focused, and time-bound (SMART) goals and

- 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**

- Why are goals important?
- Why does writing down one's goal make it more likely that one will accomplish it?
- How do goals differ from wishes and dreams?
- What are some barriers to goal accomplishment? How can these barriers be overcome?
- What are SMART goals? Why are they used in business and in schools?
- How does a leader identify resources?
- What is a plan of action? How does a leader use a plan of action?

#### **AAFCS Leadership Essentials**

**2A Utilize effective strategies, skills, and practices to solve problems, make decisions, set goals, and promote productivity.**

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## **Developing Leadership Skills**

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## **Task Number 46**



# **Describe leadership skills.**

## **Definition**

Description should include, but is not limited to, the

- use of
  - resource management skills
  - communication skills
  - power to empower others
  - teamwork skills
  - conflict-resolution skills
- ability to
  - set, plan, and achieve goals
  - recognize ethical choices and concern for the greater good
  - serve as a role model
  - lead diverse populations.

## **Process/Skill Questions**

- How would managing resources help an individual develop leadership skills?
- What communication skills are essential for a leader?
- What is the importance of serving as a role model when in a leadership role?
- How could respect for diversity benefit a leader?
- How can a leader improve on an area of weakness?
- Why are empowerment of and service to others considered leadership skills?

## **AAFCS Leadership Essentials**

**2A Utilize effective strategies, skills, and practices to solve problems, make decisions, set goals, and promote productivity.**

**2B Analyze effective communication strategies, skills, and practices.**

**2C Examine the role of health and wellness for leaders managing multiple roles and responsibilities.**

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## **Task Number 47**

### **Distinguish a leader from a manager.**

#### **Definition**

Distinction includes

- characteristics of a manager
- examples of managers

- characteristics of a leader
- examples of leaders
- similarities and differences among the roles of leaders and managers.

## Process/Skill Questions

- What is the definition of a manager? What are characteristics of a manager?
- What is the definition of a leader? What are characteristics of a leader?
- What distinguishes a leader from a manager?
- How could management skills be a prerequisite to leadership?

## AAFCS Leadership Essentials

### 1A Define leadership.

### 1B Critique personal qualities needed for leadership roles and responsibilities.

### 1C Examine leadership styles, philosophies, and theories.

## Task Number 48

### Compare the effectiveness of several leadership styles.

#### Definition

Comparison includes

- 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 or she is trying to influence.
- features of each style
- examples of leaders who represent each style
- application of each style in the real world.

## Process/Skill Questions

- How does a person's leadership style reflect his or her personality?
- What are some advantages and disadvantages of each style of leadership?
- How would a situation dictate the style a leader uses?
- Who exemplifies each style of leadership?
- How is each style of leadership applied in the real world?

## AAFCS Leadership Essentials

**1C Examine leadership styles, philosophies, and theories.**

**2B Analyze effective communication strategies, skills, and practices.**

**3D Analyze team and group dynamics.**

**4C Analyze methods of conflict resolution.**

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## Task Number 49

### Analyze one's own leadership style.

#### Definition

Analysis includes

- examples of student leadership roles
- a leadership style inventory/assessment
- reflection on inventory/assessment results.

Teacher resources:

[Tips, Tricks, and Tools to Measure Leadership Development](#), Student Leadership Competencies;  
[How Good Are Your Leadership Skills?](#), Mind Tools;  
[Leadership Skills Test](#), Psychtests;  
[Personal Leadership Inventory](#), SkillsUSA

## Process/Skill Questions

- What are examples of student leadership roles?
- How would a leadership style inventory/assessment benefit an individual?
- How could the results of a leadership style inventory/assessment be used by an individual?
- When may an individual use more than one leadership style? How could an individual improve his or her leadership style?

## AAFCS Leadership Essentials

## **1B Critique personal qualities needed for leadership roles and responsibilities.**

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### **Task Number 50**

#### **Describe techniques for motivating others.**

##### **Definition**

Description includes techniques such as

- listening
- asking open-ended questions
- encouraging participation
- asking what the first step would be
- providing assistance
- following up
- assigning important work
- practicing discretion
- providing resources
- offering praise and recognition
- providing opportunities for professional development.

##### **Process/Skill Questions**

- What happens when members of a group are intimidated by the leader?
- What are some reasons that team members lack (or lose) motivation?
- What role does a leader's vision and goals play in motivating others?
- What techniques might a leader use to motivate individuals?
- How could professional development be used as a motivator?

##### **AAFCS Leadership Essentials**

**3A Determine mission of a group and strategies to build alignment within the group.**

**3B Form a team among various individuals and for varying purposes.**

**3C Encourage delegation of responsibilities and motivation for quality within the team.**

**3D Analyze team and group dynamics.**

**3E Identify the importance of collaboration with key stakeholders.**

**3F Foster positive relationships with peers, subordinates, and superiors.**

**3G Develop consensus among the team.**

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## **Task Number 51**

### **Apply problem-solving processes.**

#### **Definition**

Application includes processes such as

- 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 the process.

Application may include a case study, scenario, or a real-world situation.

#### **Process/Skill Questions**

- How can defining a problem help with solving it?
- How would analyzing possible solutions be beneficial?
- What steps could be used by a group to solve a problem?
- What is the importance of problem-solving skills to leaders?
- How does the choice of a particular problem-solving approach depend on the problem to be solved?

#### **AAFCS Leadership Essentials**

**2A Utilize effective strategies, skills, and practices to solve problems, make decisions, set goals, and promote productivity.**

**2B Analyze effective communication strategies, skills, and practices.**

**4C Analyze methods of conflict resolution.**

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## **Task Number 52**

### **Collaborate on a project.**

#### **Definition**

Collaboration includes

- planning a project
  - identifying a problem
  - setting a goal
  - forming a plan
    - who
    - what
    - when
    - where
    - why
    - how
- establishing a team
- organizing tasks
- sharing responsibility/accountability
- collecting data to monitor progress
- evaluating team effectiveness.

### **Process/Skill Questions**

- What is the definition of *collaboration*?
- How can using a planning process benefit a group when implementing a project?
- How can organizing tasks benefit collaboration?
- What is the benefit of collecting data to monitor progress?
- How could a team evaluate the effectiveness of their collaboration?

### **AAFCS Leadership Essentials**

**3A Determine mission of a group and strategies to build alignment within the group.**

**3B Form a team among various individuals and for varying purposes.**

**3C Encourage delegation of responsibilities and motivation for quality within the team.**

**3D Analyze team and group dynamics.**

**3E Identify the importance of collaboration with key stakeholders.**

**3F Foster positive relationships with peers, subordinates, and superiors.**

**3G Develop consensus among the team.**

## **Task Number 53**

**Use project-management tools.**

**Definition**

Use may include tools such as

- web-based platforms
  - Trello
  - Asauna
- Kanban board.

### **Process/Skill Questions**

- What are examples of project-management tools? How do they aid in the success of a project?
  - What web-based project-management tools are available? How can web-based tools, such as Trello and Asauna, be used to manage a project?
  - What is a Kanban board? How can a Kanban board be used to manage a project?
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## **Exploring Ethical Leadership**

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### **Task Number 54**

#### **Describe the nature of ethics.**

##### **Definition**

Description includes

- ethics
- integrity
- trust
- accountability
- transparency
- fairness
- respect
- rule of law
- viability.

Teacher resource: [“Concepts Unwrapped—Ethical Leadership, Part 1: Perilous at the Top”](#) (video), McCombs School of Business, University of Texas at Austin

### **Process/Skill Questions**

- What does *ethics* mean? What is ethical leadership?
- What are the benefits of ethical leadership?

- What qualities are important for leaders to develop?
- Why is integrity one of the most important traits of an ethical leader?

## Task Number 55

### Relate ethical leadership to ethical principles.

#### Definition

Relation includes applying ethical principles to aspects of leadership, such as decision making, problem solving, and conflict resolution.

Teacher resources:

“[Apple CEO Tim Cook on Ethical Leadership](#)” (video), The Fuqua School of Business, Duke University and “[Concepts Unwrapped—Ethical Leadership, Part 2: Best Practices](#)” (video), McCombs School of Business, University of Texas at Austin

#### Process/Skill Questions

- How do people become ethical leaders?
- What aspects of a particular leader are most remarkable? Is that leader ethical? Which of the ethical principles does that leader follow? What do those principles look like in action? How does that leader respond to ethical dilemmas?
- How can an ethical leader demonstrate responsibility?
- When should individuals report ethical misconduct?

## Task Number 56

### Analyze situations where ethics are applied.

#### Definition

Analysis may include situations in

- organizations
- businesses
- school
- community
- personal life.

Teacher resource: “[Moment of Truth—Business Ethics and Better Decision Making](#)” (video), Media Partners Corporate Training

#### Process/Skill Questions

- What ethical dilemmas could arise in a school environment, in the workplace, or in personal life?
- How might one handle an ethical dilemma?



- How do business ethics relate to image?
- What values may be reflected in a business code of ethics?
- What values are desirable to include in a personal code of ethics?
- How does ethical behavior affect one's employability?

## Communicating as a Leader

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### Task Number 57

**Identify communication skills needed as a leader and as a follower.**

#### Definition

Identification includes

- active listening
- awareness of nonverbal cues
- consideration 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

- When is active listening important?
- What are two examples of nonverbal cues when communicating?
- How does awareness of audience needs dictate methods of communication?
- How is communication used while managing a meeting? How is it used when offering feedback to leaders or followers?
- What is a clarifying question?

### Task Number 58

**Analyze communication styles used by leaders and followers.**

#### Definition

Analysis may 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—supporting others; helping.

### **Process/Skill Questions**

- What is an example of someone using the connector leadership style?
- Which leadership style is effective for a CTSO president to use? Why?
- When might the nurturer communication style be the most effective?
- Which leadership style would be most effective during a staff brainstorming session? Why?

### **AAFCS Leadership Essentials**

#### **2B Analyze effective communication strategies, skills, and practices.**

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## **Task Number 59**

### **Apply verbal communication skills.**

#### **Definition**

Application may include activities such as

- giving a speech
- delivering a presentation
- pitching a product
- advocating for a cause
- participating in a debate.

### **Process/Skill Questions**

- Why is the ability to speak to groups an important leadership skill?
- What is an elevator speech?
- How can visual aids enhance or detract from a speaker’s message?
- How can one prepare to deliver a speech?
- Why does it help to select a presentation topic that is important and interesting?
- What are some ways to lessen anxiety when speaking to a group?

## **Task Number 60**

### **Apply written communication skills.**

#### **Definition**

Application may include activities such as

- writing a speech
- writing a resumé
- composing an email or business letter
- recording meeting minutes
- composing a blog or social media post.

### **Process/Skill Questions**

- What are potential consequences of faulty communication?
- What items should be included on a resumé? What items should not be included on a resumé?
- Why is it important to have a record of business conducted during a meeting through accurate meeting minutes?
- How are blogs or social media posts useful to an organization?
- What are the benefits and dangers of using email for workplace communication?

## **Task Number 61**

### **Demonstrate nonverbal communication techniques.**

#### **Definition**

Demonstrations should incorporate, but not be limited to,

- using personal space
- demonstrating appropriate body language
- maintaining eye contact
- monitoring facial expressions
- engaging in active listening
- using gestures effectively
- using assistive technology to send or receive communication.

### **Process/Skill Questions**

- What gestures and expressions reinforce or contradict a speaker's message?
- What signals that a speaker is nervous? What gestures and postures communicate confidence?
- What role does a person's culture or ethnic background play in his or her use of nonverbal communication?
- What nonverbal communication skills can help a leader develop rapport with another person or with a group?
- How can assistive technology promote effective communication?

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## **Task Number 62**

## **Demonstrate elements of etiquette.**

### **Definition**

Demonstration includes differentiation among etiquette standards and customs worldwide concerning

- food and dining
- professionalism (e.g., introductions, eye contact, dress)
- social media and technology-related etiquette
- gift-giving
- holidays.

### **Process/Skill Questions**

- Why are the knowledge and practice of international etiquette important to the individual citizen? Why are they important to a business and to the government?
- Where do people acquire attitudes and beliefs about customs and etiquette from other cultures?
- Why do leaders need to respect the etiquette and customs of world cultures?
- What is meant by the term *cultural geography*?

## **AAFCS Leadership Essentials**

**1B Critique personal qualities needed for leadership roles and responsibilities.**

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## **Managing Meetings, Time, and Resources**

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### **Task Number 63**

**Describe methods of organizational planning.**

### **Definition**

Description includes types of planning such as

- strategic
- tactical
- operational
- contingency.

### **Process/Skill Questions**

- What type of planning is required by the CTSO? Why?
- What role do organizational values play in strategic planning?
- Why do leaders need to measure the organization's performance against the strategic plans?
- When is it possible for a company with excellent operational plans to fail?
- What situations require comprehensive planning?

## **AAFCS Leadership Essentials**

**1C Examine leadership styles, philosophies, and theories.**

**2A Utilize effective strategies, skills, and practices to solve problems, make decisions, set goals, and promote productivity.**

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## **Task Number 64**

### **Plan a meeting.**

#### **Definition**

Plan includes

- objective
- agenda (pacing)
- roles
- parliamentary procedure
- activities or items of business.

#### **Process/Skill Questions**

- How much time should be allotted to each agenda item in a meeting? How do leaders determine the pacing of a meeting?
- How can a leader clearly define a meeting objective?

## **Task Number 65**

### **Participate in a meeting.**

#### **Definition**

Participation includes

- following parliamentary procedure
  - making a motion
  - debating a motion
  - voting on a motion

- using a gavel
- maintaining order
- engaging in discussion
- reporting on committee activities.

## Process/Skill Questions

- How does parliamentary procedure relate to a meeting and its format?
- How does parliamentary procedure reduce meeting times and maintain order?
- What types of meetings call for parliamentary procedure and what types require less structure?
- How do CTSO groups benefit from parliamentary procedure?

## AAFCS Leadership Essentials

**2A Utilize effective strategies, skills, and practices to solve problems, make decisions, set goals, and promote productivity.**

**2B Analyze effective communication strategies, skills, and practices.**

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## Task Number 66

### Determine priorities.

#### Definition

Determination includes defining terms (e.g., *priority*, *urgency*, *importance*) and considering

- deadlines
- consequences of decisions
- resources
  - required
  - available
  - limitations (e.g., manpower).

#### Process/Skill Questions

- Why do some people seem to live continually in a crisis mode?
- What does it mean to be proactive?
- How does a person facing a number of deadlines and crises become more proactive?
- Why are values important when setting priorities? Whose values must be considered?
- What happens when there is a conflict of tasks or responsibilities? How should priorities be determined?

## AAFCS Leadership Essentials

**2A Utilize effective strategies, skills, and practices to solve problems, make decisions, set goals, and promote productivity.**

### 3A Determine mission of a group and strategies to build alignment within the group.

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## Demonstrating Leadership

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### Task Number 67

#### Identify leadership opportunities.

##### Definition

Identification may include opportunities available in the

- school (e.g., athletic team)
- community (e.g., nonprofit, faith-based, or civic organization)
- CTSO
- state
- nation.

##### Process/Skill Questions

- Where can a person look for leadership opportunities?
- What is the relationship between leadership and team building?
- How can leaders justify the priorities they set to address community needs?

### Task Number 68

#### Develop a plan to exercise leadership skills.

##### Definition

Development of a plan includes

- definition of project scope
- results-oriented goals and deliverables
- strategies to achieve project goals.

##### Process/Skill Questions

- What factors might alter a plan?
- What are strategies a leader might use to communicate his or her vision to others?
- What elements should be outlined in the scope of a project?
- What are the implications to the process and outcome if the scope of a project changes?

## **AAFCS Leadership Essentials**

**2A Utilize effective strategies, skills, and practices to solve problems, make decisions, set goals, and promote productivity.**

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## **Task Number 69**

### **Analyze risks that may impede project goals.**

#### **Definition**

Analysis includes

- identifying risks
- monitoring risks
- analyzing risks
- planning responses, such as risk
  - avoidance
  - acceptance
  - transfer
  - mitigation
- implementing responses.

#### **Process/Skill Questions**

- What is the definition of *risk*? What is risk management?
- What are potential losses that a business might suffer?
- How can inaccurate financial data, improper budgeting practices, and/or inadequate accounting processes hurt a business?
- How can problems with human resources, labor relations, suppliers, or channel members threaten business operations?
- What are some examples of risk avoidance, risk acceptance, risk transfer, and risk mitigation?
- What processes, tools, and resources are used to identify risks?

## **AAFCS Leadership Essentials**

**1A Define leadership.**

**1B Critique personal qualities needed for leadership roles and responsibilities.**

**1C Examine leadership styles, philosophies, and theories.**



## 1D Analyze the importance of ethical leadership.

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### Task Number 70

#### Execute a project.

##### Definition

Execution may include characteristics of all projects as

- goal oriented
- unique
- finite
- composed of interrelated tasks.

##### Process/Skill Questions

- What is the definition of *project*?
  - How do projects differ from day-to-day operations?
  - How can project management skills be an asset to a leader?
- 

### Task Number 71

#### Develop a portfolio.

##### Definition

Development includes a portfolio that may contain

- project plan
- project goals
- work samples
- evidence of outcomes
- project reflection.

Development should also demonstrate evidence of the student's leadership skills and best work.

##### Process/Skill Questions

- What activities might be recorded in a portfolio as evidence of leadership?
- What information would potential employers find useful in a personal leadership portfolio?
- What is the importance of reflecting on lessons learned in any project?

## AAFCS Leadership Essentials

### 1B Critique personal qualities needed for leadership roles and responsibilities.

## SOL Correlation by Task

39	Analyze current leaders and their distinguishing characteristics.	English: 11.3, 11.5, 12.3, 12.5  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	Analyze the benefits and risks in assuming a leadership role.	English: 11.5, 11.6, 12.5, 12.6  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
41	Determine aptitude as a leader.	English: 11.5, 12.5
42	Apply results of leadership self-evaluation.	English: 11.5, 12.5
43	Describe the function of leadership.	English: 11.5, 12.5
44	Write a personal vision statement.	English: 11.6, 12.6
45	Establish personal or professional leadership goals.	English: 11.1, 11.5, 12.1, 12.5
46	Describe leadership skills.	English: 11.5, 12.5
47	Distinguish a leader from a manager.	English: 11.5, 12.5
48	Compare the effectiveness of several leadership styles.	English: 11.5, 12.5  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
49	Analyze one's own leadership style.	English: 11.5, 12.5
50	Describe techniques for motivating others.	English: 11.5, 12.5

51	Apply problem-solving processes.	English: 11.3, 11.5, 12.3, 12.5
52	Collaborate on a project.	English: 11.1, 11.5, 12.1, 12.5
53	Use project-management tools.	
54	Describe the nature of ethics.	English: 11.5, 12.5
55	Relate ethical leadership to ethical principles.	English: 11.5, 12.5
56	Analyze situations where ethics are applied.	English: 11.5, 12.5
57	Identify communication skills needed as a leader and as a follower.	English: 11.5, 12.5
58	Analyze communication styles used by leaders and followers.	English: 11.5, 12.5
59	Apply verbal communication skills.	English: 11.1, 12.1
60	Apply written communication skills.	English: 11.6, 12.6
61	Demonstrate nonverbal communication techniques.	
62	Demonstrate elements of etiquette.	
63	Describe methods of organizational planning.	English: 11.5, 12.5
64	Plan a meeting.	English: 11.1, 12.1
65	Participate in a meeting.	English: 11.1, 12.1
66	Determine priorities.	English: 11.3, 11.5, 12.3, 12.5
67	Identify leadership opportunities.	English: 11.5, 12.5
68	Develop a plan to exercise leadership skills.	English: 11.3, 11.5, 12.3, 12.5
69	Analyze risks that may impede project goals.	English: 11.5, 12.5
70	Execute a project.	
71	Develop a portfolio.	English: 11.6, 12.6

## 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](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

## **Collaborative Lesson Ideas**

### **How Do They Do Business There?**

#### **Subjects**

Business, Foreign Language, World Geography

#### **Objectives**

- Explore the business customs, body language, and mannerisms of other cultures.
- Develop an awareness of cultural diversity and business etiquette as it relates to conducting business in a foreign country.

#### **Real World Application**

Today’s business professionals must be able to communicate and conduct business with a global population. It is important to their success that they be knowledgeable and aware of business customs, body language, and mannerisms of other cultures.

#### **Materials Needed**

- Computers with Internet access
- Poster board
- Paper, pen, and pencils

#### **Activities**

- Choose a Latin American country (or any country in which you are interested).

- Research the accepted business practices, manners, customs, and body language prevalent in the country.
- Interview by Internet or by telephone an American member of the business community in the country to ask about his/her experiences in business.
- Make a poster with a map of the country as the focal point and illustrate the types of businesses conducted.
- Present findings to the class, using the poster as the chief visual aid.
- After all presentations, the class decides on the fundamentals that any businessperson should know about any foreign country before conducting business there.

### **Extended Activities**

- Conduct a study of local businesses to determine the needs and attitudes of the area. Study how these needs and attitudes are reflected in company policy and guidelines.
- In collaboration with local businesses, develop a brochure for new employees that instructs them in the local customs and attitudes reflected in the business. This brochure could become a fundamental part of a new employee's training.

### **Evaluation of Student Performance**

Individual papers, brochures, and presentations should be evaluated on the basis of the teacher's criteria.

### **Related Standards of Learning**

- English: 9.1, 10.1, 11.1, 12.1
- History and Social Sciences: WHII.15, WG.4

**Submitted by Powhatan High School**

## **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: Credentials, Course Sequences, and Career Cluster Information

## Industry Credentials: Only apply to 36-week courses

- College and Work Readiness Assessment (CWRA+)
- National Career Readiness Certificate Assessment
- Professional Communications Certification Examination
- Workplace Readiness Skills for the Commonwealth Examination

**Concentration sequences:** *A combination of this course and those below, equivalent to two 36-week courses, is a concentration sequence. Students wishing to complete a specialization may take additional courses based on their career pathways. A program completer is a student who has met the requirements for a CTE concentration sequence and all other requirements for high school graduation or an approved alternative education program.*

- Introduction to Virginia Teachers for Tomorrow (9060/18 weeks)
- Introduction to Virginia Teachers for Tomorrow (9061/36 weeks)
- Virginia Teachers for Tomorrow I (9062/36 weeks)
- Virginia Teachers for Tomorrow I (9062/36 weeks)
- Virginia Teachers for Tomorrow II (9072/36 weeks)
- Virginia Teachers for Tomorrow II (9072/36 weeks)

<b>Career Cluster: Agriculture, Food and Natural Resources</b>	
<b>Pathway</b>	<b>Occupations</b>
<b>Agribusiness Systems</b>	<b>Agricultural Commodity Broker</b>
<b>Animal Systems</b>	<b>Poultry Manager</b>
<b>Environmental Service Systems</b>	<b>Environmental Compliance Inspector</b>
<b>Food Products and Processing Systems</b>	<b>Biochemist Food Scientist</b>
<b>Natural Resources Systems</b>	<b>Fish and Game Officer Forest Manager, Forester</b>
<b>Plant Systems</b>	<b>Botanist Certified Crop Advisor Farm, Ranch Manager</b>
<b>Power, Structural, and Technical Systems</b>	<b>Agricultural Engineer Agricultural Equipment Operator Agricultural Equipment Parts Manager Agricultural Equipment Parts Salesperson Machinist Parts Manager Welder</b>

<b>Career Cluster: Architecture and Construction</b>	
<b>Pathway</b>	<b>Occupations</b>
<b>Construction</b>	Construction and Building Inspector Construction Manager
<b>Design/Pre-Construction</b>	Architect Building Code Inspector
<b>Maintenance and Operations</b>	Construction and Building Inspector Construction Manager General Contractor

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

<b>Career Cluster: Business Management and Administration</b>	
<b>Pathway</b>	<b>Occupations</b>
<b>Administrative Support</b>	<b>Administrative Assistant</b> <b>Librarian</b> <b>Management Analyst</b> <b>Office Manager</b> <b>Project Manager</b>
<b>Business Information Management</b>	<b>Account Executive</b> <b>Chief Executive Officer</b> <b>Customer Service Representative</b> <b>Database Analyst</b> <b>Executive Assistant</b> <b>Management Analyst</b> <b>Marketing Manager</b> <b>Office Manager</b> <b>Paralegal</b> <b>Project Manager</b>
<b>General Management</b>	<b>Administrative Services Manager</b> <b>Billing Manager</b> <b>Business and Development Manager</b> <b>Chief Executive Officer</b> <b>Chief Operating Officer</b> <b>Contract Administrator</b> <b>Credit Manager</b> <b>Customer Service Representative</b> <b>Director</b> <b>Entrepreneur</b> <b>Facilities Manager</b> <b>Financial Manager</b> <b>Franchisee</b> <b>General Manager</b> <b>Human Resources Manager</b> <b>Management Analyst</b> <b>Meeting and Convention Planner</b> <b>Office Manager</b> <b>Operations Manager</b> <b>Payroll Manager</b> <b>Project Manager</b> <b>Purchasing Manager</b> <b>Sports and Entertainment Manager</b>
<b>Human Resources Management</b>	<b>Compensation and Benefits Manager</b> <b>Compliance Officer</b> <b>EEO Specialist</b> <b>Human Resources Manager</b> <b>Management Analyst</b> <b>Occupational Analyst</b> <b>Office Manager</b> <b>Personnel Recruiter</b> <b>Project Manager</b> <b>Public Relations Manager</b> <b>Training and Development Manager</b>
<b>Operations Management</b>	<b>Administrative Services Manager</b> <b>Billing Manager</b> <b>Chief Operating Officer</b> <b>Customer Service Representative</b>



<b>Career Cluster: Business Management and Administration</b>	
<b>Pathway</b>	<b>Occupations</b>
	<b>Customer Service Supervisor</b> <b>Department Manager</b> <b>Entrepreneur</b> <b>Facilities Manager</b> <b>General Manager</b> <b>Internet Entrepreneur</b> <b>Management Analyst</b> <b>Marketing Manager</b> <b>Media Planner, Buyer</b> <b>Operations Manager</b> <b>Payroll Manager</b> <b>Procurement Specialist</b> <b>Purchasing Manager</b> <b>Sales Manager</b> <b>Salesperson</b> <b>Sports and Entertainment Manager</b>

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

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

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

<b>Career Cluster: Government and Public Administration</b>	
<b>Pathway</b>	<b>Occupations</b>
<b>Foreign Service</b>	<b>Diplomatic Courier</b> <b>Foreign Service Worker</b> <b>Interpreter/Translator</b>
<b>Governance</b>	<b>Legislative Aide</b> <b>Legislator</b>

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

<b>Career Cluster: Health Science</b>	
<b>Pathway</b>	<b>Occupations</b>
<b>Biotechnology Research and Development</b>	<b>Biochemist Cell Biologist Medical, Clinical Laboratory Technician Research Assistant</b>
<b>Diagnostics Services</b>	<b>Cardiovascular Technologist Computer Tomography (CT) Technologist Medical, Clinical Laboratory Technician Medical, Clinical Laboratory Technologist Nuclear Medicine Technologist Phlebotomist Radiologic Technologist, Radiographer Radiologist</b>
<b>Health Informatics</b>	<b>Bioinformatics Technician Clinical Ethicist Computer Programmer Dental Laboratory Technician Epidemiologist Financial Manager</b>

<b>Career Cluster: Health Science</b>	
<b>Pathway</b>	<b>Occupations</b>
	<b>Health Educator</b> <b>Medical Assistant</b> <b>Medical Biller, Patient Financial Services</b> <b>Medical Information Technologist</b> <b>Medical, Health Services Manager</b>
<b>Support Services</b>	<b>Environmental Sampling and Analysis Technician</b> <b>Food Service Worker</b> <b>Materials Manager</b> <b>Medical, Clinical Laboratory Technologist</b> <b>Mortician</b> <b>Records Processing Assistant</b>
<b>Therapeutic Services</b>	<b>Athletic Trainer</b> <b>Audiologist</b> <b>Certified Nurse Aide</b> <b>Dental Assistant</b> <b>Dentist</b> <b>Emergency Medical Technician, Paramedic</b> <b>Exercise Physiologist</b> <b>Home Health Aide</b> <b>Licensed Practical Nurse</b> <b>Massage Therapist</b> <b>Medical Assistant</b> <b>Occupational Therapist</b> <b>Occupational Therapist Aide</b> <b>Optician</b> <b>Pharmacy Technician</b> <b>Physical Therapist</b> <b>Physical Therapist Assistant</b> <b>Physician</b> <b>Recreation Therapist</b> <b>Registered Nurse</b> <b>Surgeon</b> <b>Surgical Technologist</b> <b>Veterinary Assistant</b> <b>Veterinary Technologist</b>

<b>Career Cluster: Hospitality and Tourism</b>	
<b>Pathway</b>	<b>Occupations</b>
<b>Lodging</b>	<b>Building Custodian</b> <b>Caterer</b> <b>Chief Engineer</b> <b>Concierge</b> <b>Environmental Specialist</b> <b>Executive Housekeeper</b> <b>Front Office Manager</b> <b>Lodging Manager</b> <b>Maintenance Supervisor</b> <b>Marketing Manager</b> <b>Reservationist</b>
<b>Recreation, Amusements and Attractions</b>	<b>Advertising and Promotions Manager</b> <b>Camp Counselor</b>

<b>Career Cluster: Hospitality and Tourism</b>	
<b>Pathway</b>	<b>Occupations</b>
	<b>Caterer</b> <b>Meeting and Convention Planner</b> <b>Recreation Supervisor</b> <b>Recreation Worker</b> <b>Retail Manager</b> <b>Sports Promoter</b>
<b>Restaurants and Food and Beverage Services</b>	<b>Caterer</b> <b>Cook</b> <b>Destination Manager</b> <b>Entrepreneur</b> <b>Executive Chef</b> <b>Facilities Manager</b> <b>Food Service Manager</b> <b>Franchisee</b> <b>Host, Hostess</b> <b>Meeting and Convention Planner</b>
<b>Travel and Tourism</b>	<b>Director of Convention and Visitors Bureau</b> <b>Director of Tourism Development</b> <b>Human Resources Manager</b> <b>Meeting and Convention Planner</b> <b>Tour, Travel Guide</b> <b>Travel Agent</b>

<b>Career Cluster: Human Services</b>	
<b>Pathway</b>	<b>Occupations</b>
<b>Consumer Services</b>	<b>Consumer Advocate</b> <b>Debt Counselor</b>
<b>Counseling and Mental Health Services</b>	<b>Career Counselor</b> <b>Dietitian, Nutritionist</b> <b>Educational/School Counselor</b> <b>Marriage and Family Therapist</b> <b>Mental Health Counselor</b> <b>Nutritional Counselor</b> <b>Rehabilitation Counselor</b> <b>Social and Human Service Assistant</b> <b>Substance Abuse and Behavioral Disorder Counselor</b> <b>Volunteer Coordinator</b>
<b>Early Childhood Development and Services</b>	<b>Child Care Worker</b> <b>Director of Early Childhood Education Center</b> <b>Elementary School Teacher</b> <b>Nanny</b> <b>Parent and Family Educator</b> <b>Preschool Teacher</b> <b>Teacher Assistant</b>
<b>Family and Community Services</b>	<b>Adult Day Care Coordinator</b> <b>Educational/School Counselor</b> <b>Grief Counselor</b> <b>Medical, Public Health Social Worker</b> <b>Personal and Home Care Aide</b> <b>Rehabilitation Counselor</b> <b>Social and Community Service Manager</b>

<b>Career Cluster: Human Services</b>	
<b>Pathway</b>	<b>Occupations</b>
	<b>Social and Human Service Assistant</b> <b>Volunteer Coordinator</b>
<b>Personal Care Services</b>	<b>Barber</b> <b>Cosmetologist</b> <b>Nail Technician</b> <b>Personal and Home Care Aide</b> <b>Personal Trainer</b>

<b>Career Cluster: Information Technology</b>	
<b>Pathway</b>	<b>Occupations</b>
<b>Information Support and Services</b>	<b>Account Executive</b> <b>Administrative Assistant</b> <b>Applications Integrator</b> <b>Communications Equipment Operator</b> <b>Computer Numerical Control Programmer (CNC Programmer)</b> <b>Computer Support Specialist</b> <b>Computer Systems Engineer, Architect</b> <b>Customer Service Representative</b> <b>Data Modeler</b> <b>Database Administrator</b> <b>Database Analyst</b> <b>Executive Assistant</b> <b>Geographic Information Systems (GIS) Technician</b> <b>Information Systems Analyst</b> <b>Instructional Coordinator</b> <b>Internet Entrepreneur</b> <b>Multimedia Artist, Animator</b> <b>Network Systems and Data Communication Analyst</b> <b>Paralegal</b> <b>Software Test Engineer</b> <b>Systems Analyst</b>
<b>Network Systems</b>	<b>Computer and Information Systems Administrator</b> <b>Computer Security Specialist</b> <b>Computer Software Engineer</b> <b>Computer Systems Engineer, Architect</b> <b>Database Analyst</b> <b>Network and Computer Systems Administrator</b> <b>Network Architect</b> <b>Network Systems and Data Communication Analyst</b> <b>Radio, TV Broadcast Technician</b> <b>Software Test Engineer</b> <b>Systems Analyst</b> <b>Telecommunications Specialist</b>
<b>Programming and Software Development</b>	<b>Applications Integrator</b> <b>Computer Software Engineer</b> <b>Game Designer, Programmer</b> <b>Multimedia Artist, Animator</b> <b>Network Systems and Data Communication Analyst</b> <b>Project Manager</b> <b>Software Applications Engineer</b> <b>Software Test Engineer</b>

<b>Career Cluster: Information Technology</b>	
<b>Pathway</b>	<b>Occupations</b>
	Systems Analyst Web Developer
Web and Digital Communications	Applications Integrator Computer Systems Engineer, Architect Game Designer, Programmer Graphic Designer Instructional Coordinator Multimedia Artist, Animator Project Manager Software Test Engineer Systems Analyst Web Developer Webmaster

<b>Career Cluster: Law, Public Safety, Corrections and Security</b>	
<b>Pathway</b>	<b>Occupations</b>
Correction Services	Corrections Officer Probation, Parole Officer
Emergency and Fire Management Services	Emergency Medical Technician, Paramedic Fire Investigator Firefighter
Law Enforcement Services	Customs Inspector Police Officer Private Detective, Investigator U.S. Marshal
Legal Services	Arbitrator Attorney Customer Service Representative Office Manager Paralegal
Security and Protective Services	Private Detective, Investigator Security Officer

<b>Career Cluster: Manufacturing</b>	
<b>Pathway</b>	<b>Occupations</b>
Health, Safety, and Environmental Assurance	Occupational Health and Safety Specialist Safety Engineer
Logistics and Inventory Control	Dispatcher Logistician
Maintenance, Installation, and Repair	Millwright
Manufacturing Production Process Development	Industrial Engineer Industrial Engineering Technician Manufacturing Systems Engineer Network Designer Production Manager

<b>Career Cluster: Manufacturing</b>	
<b>Pathway</b>	<b>Occupations</b>
	<b>Programmer</b> <b>SPC (Statistical Process Control) Coordinator</b>
<b>Production</b>	<b>Assembler</b> <b>Automated Manufacturing Technician</b> <b>Extruding and Drawing Machine Operator</b> <b>Tool and Die Maker</b> <b>Welder</b>
<b>Quality Assurance</b>	<b>Calibration Technician</b> <b>Precision Inspector, Tester, or Grader</b> <b>Quality Control Technician</b> <b>SPC (Statistical Process Control) Coordinator</b>

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



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

<b>Career Cluster: Science, Technology, Engineering and Mathematics</b>	
<b>Pathway</b>	<b>Occupations</b>
<b>Engineering and Technology</b>	<b>Aerospace Engineer</b> <b>Agricultural Engineer</b> <b>Architect</b> <b>Biomedical Engineer</b> <b>Chemical Engineer</b> <b>Civil Engineer</b> <b>Commercial and Industrial Designer</b> <b>Computer Hardware Engineer</b> <b>Computer Software Engineer</b> <b>Electrical Engineer</b> <b>Engineer</b> <b>Engineering Manager</b> <b>Environmental Engineer</b> <b>Human Factors Engineer</b> <b>Industrial Engineer</b> <b>Machine Setter, Operator</b> <b>Marine Engineer</b> <b>Materials Engineer</b> <b>Mechanical Engineer</b> <b>Nuclear Engineer</b> <b>Petroleum Engineer</b> <b>Power Systems Engineer</b> <b>Project Manager</b> <b>Quality Engineer</b> <b>Transportation Manager</b>
<b>Science and Mathematics</b>	<b>Animal Nutritionist</b> <b>Animal Scientist</b> <b>Atmospheric Scientist</b> <b>Bioinformatics Technician</b>

<b>Career Cluster: Science, Technology, Engineering and Mathematics</b>	
<b>Pathway</b>	<b>Occupations</b>
	<b>Biologist</b> <b>Botanist</b> <b>Chemist</b> <b>Ecologist</b> <b>Economist</b> <b>Environmental Scientist</b> <b>Geodetic Surveyor</b> <b>Geoscientist</b> <b>Hydrologist</b> <b>Materials Scientist</b> <b>Microbiologists</b> <b>Oceanographer</b> <b>Plant Biologist</b> <b>Plant Breeder and Geneticist</b> <b>Plant Pathologist</b> <b>Research Chemist</b> <b>Secondary School Teacher</b> <b>Technical Writer</b> <b>Toxicologist</b> <b>Veterinarian</b> <b>Veterinary Assistant</b>

<b>Career Cluster: Transportation, Distribution and Logistics</b>	
<b>Pathway</b>	<b>Occupations</b>
<b>Facility and Mobile Equipment Maintenance</b>	<b>Aircraft Mechanic and Service Technician</b> <b>Aircraft Structure, Surfaces, Rigging, and Systems Assembler</b> <b>Automotive Glass Installer and Repairer</b> <b>Automotive Service Technician, Mechanic</b> <b>Electrical and Electronic Installer</b> <b>Electrical and Electronic Repairer</b>
<b>Logistics Planning and Management Services</b>	<b>Logistics Analyst</b> <b>Logistics Engineer</b> <b>Logistics Manager</b>
<b>Transportation Operations</b>	<b>Air Traffic Controller</b> <b>Flight Engineer</b> <b>Pilot</b> <b>Ship Engineer</b> <b>Transportation Manager</b>
<b>Transportation Systems/Infrastructure Planning, Management and Regulation</b>	<b>Aerospace Engineer</b> <b>Civil Engineer</b> <b>Pilot</b> <b>Traffic Engineer</b> <b>Transportation Manager</b> <b>Urban, Regional Planner</b>
<b>Warehousing and Distribution Center Operations</b>	<b>Traffic Engineer</b> <b>Transportation Manager</b>