

STUDENT LEADERSHIP STANDARDS

The Student Leadership Standards were developed by the Executive Directors of the Student Council Associations of each of the 10 states of Region 7 of the National Association of Student Councils. The standards are meant to be guidelines for establishing and teaching Student Leadership classes throughout the country. It is our hope that these standards will give Leadership instructors direction and focus for effective and relevant Leadership training. We feel it is essential that we are able to show that the Leadership curriculum is vital to students today in school and tomorrow as life long learners. It was with these goals in mind that these standards were developed. The Student Leadership Standards are also meant to support and enhance the academic curricular areas.

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STUDENT LEADERSHIP STANDARDS

| STRAND | STANDARD | BENCHMARKS | SAMPLE ACTIVITIES |
|------------------|---|---|--|
| 1. Communication | 1.1 Student communicates effectively in large and small groups. | 1.1.a Student develops content and ideas into organized presentations. 1.1.b Student analyzes and adjust based upon the audience. 1.1.c Student uses appropriate language and style. 1.1.d Student expresses himself/herself effectively in interpersonal situations. 1.1.e Student identifies and understands non-verbal communication cues. | Public Presentations Interviews Telephone Skills Explaining Instructions Interpersonal Communication Activities Non-verbal Communication Activities I-messages |
| | 1.2 Student writes effectively. | 1.2.a Student organizes thoughts. 1.2.b Student employs appropriate writing format. 1.2.c Student exhibits appropriate word use and grammar. | Memos Thank You Notes Minutes and Agendas Electronic Communication Invitations Press Releases Advertisements Reports Letters Evaluations |
| | 1.3 Student listens effectively. | 1.3.a Student listens and observes to gain understanding and interpret information. 1.3.b Student checks for accuracy and understanding by asking questions and paraphrasing. 1.3.c Student uses the listening level appropriate for particular circumstances and contexts. | Practice Listening Levels Practice effective listening using appropriate techniques-(i.e. SOFTEN, Paraphrasing) |
| | 1.4 Student effectively uses various mediums of communication. | 1.4.a Student communicates through oral, artistic, graphic, and/or multimedia presentations. 1.4.b Student demonstrates use of available technology to present ideas and concepts. | Videos PowerPoint Computer Flyers Digital Displays Posters and Banners Electronic Communication |

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| 2. Organization and Managerial Skills | 2.1 Student demonstrates self-organization. | 2.1.a. Student exhibits effective time management skills. 2.1.b. Student prioritizes personal commitments. 2.1.c. Student formulates & employs personal goals. | Personal calendar planning Short & Long term personal goal-setting Timelines Prioritizing Commitments |
| | 2.2 Student plans & implements organized projects. | 2.2.a. Student formulates & employs project goals. 2.2.b. Student uses sequential project planning steps. 2.2.c. Student uses appropriate evaluation tools. | Brainstorming Prioritizing Consensus Value Voting Project planning checklist Storyboarding Written, oral, surveys Portfolios |
| | 2.3. Student demonstrates effective meeting skills. | 2.3.a. Student practices a variety of meeting formats. 2.3.b Student demonstrates meeting preparedness. | Roberts Rules of Order (Parliamentary Procedure) Consensus Decision Making steps Meeting facilitation Written agendas, announcements, minutes |
| | 2.4. Student understands the structure of his/her organization | 2.4.a. Student demonstrates knowledge of constitution & by-laws. 2.4.b. Student identifies the chain of command in their school. 2.4.c. Student understands & executes his/her job responsibilities & duties. | Job responsibilities charts Observation & feedback Organizational charts Constitution & revision process |

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| 3. Business Skills | 3.1 Student uses effective marketing skills. | 3.1.a Student incorporates merchandising techniques, pricing strategies, and product display. 3.1.b Student utilizes various advertising techniques. 3.1.c Student identifies the target population. | Develop Market Strategy for: Student Store Fund Raisers Ticket Sales and Events Poster Making Power Point Presentations Oral & Written Presentations |
| | 3.2 Student understands the financial aspects of student organizations. | 3.2.a Student understands the elements budgeting. 3.2.b Student understands appropriate accounting practices. 3.2.c Student understands the procedure for purchases and expenditures with student funds. 3.2.d Student understands school, district, state and federal laws effecting student organizations. | Practice income project Develop Sample Budget Sample Budget Analysis Case Study Analysis Comparative Shopping |
| | 3.3 Student incorporates effective customer service techniques. | 3.3.a Student understands chain of command and resolves problems within the scope of their authority. 3.3.b Student recognizes and applies customer service strategies of handling mistakes, offering assistance, and accepting criticism. 3.3.c Student employs positive communication skills in customer service. | Student Store Fund Raisers Role playing Observation and analysis |
| | 3.4 Student understands aspects of financial obligations. | 3.4.a Student applies rules of contracts and bidding. 3.4.b Student understands rules and regulations effecting student organizations. | Review sample contracts and bids. Role-play ethical bidding process. Apply bidding process to: Dances Fund Raisers |

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| 4. Responsible Citizenship | 4.1 Student takes responsibility for personal actions and acts ethically (e.g., demonstrate honesty, fairness, integrity). | 4.1.a Student develops a sense of personal responsibility and self-confidence in their own abilities. 4.1.b Student demonstrates ethical behavior and acts with integrity. 4.1.c Student provides a model for others of personal responsibility and ethical behavior. | Role playing Scenarios Situational Activities Personal Code of Ethics Personal Mission Statements |
| | 4.2 Student respects himself/herself and others. | 4.2.a Student has an awareness of the value of a healthy mind and body (healthy choices). 4.2.b Student demonstrates an appreciation of the work of others. 4.2.c Student acknowledges the individual rights of others. 4.2.d Student displays a positive attitude towards the beliefs & ideas of others. | Chart eating habits Record healthy lifestyle habits Read Assignments/Book Talks Exercise journal Team building activities Thank you notes Recognition activities "Get to know " activities Guest speaker on respect |
| | 4.3 Student participates in service to others. | 4.3.a Student identifies the needs of others. 4.3.b Student responds to the needs of others by engaging in service. 4.3.c Student experiences the benefits of serving others. | Research local charities Speakers on diversity Organize a service project State/Local clean up day Participate in service project Reflections in journal |

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| 5. Group Process | 5.1 Student interacts in groups effectively. | 5.1.a. Student understands stages of group development. 5.1.b. Student practices teambuilding 5.1.c. Student recognizes functional roles of group members. | Icebreakers Cooperative activities Group simulations Role playing |
| | 5.2 Student understands how individual differences affect group processes. | 5.2.a. Student identifies leadership styles in himself/herself & others. 5.2.b. Student identifies personality types in himself/herself & others. | Personality and style inventories Video clips on styles Role playing |
| | 5.3 Student understands and utilizes strategies for problem solving and conflict resolution. | 5.3.a Student identifies the problem. 5.3.b Student identifies possible solutions. 5.3.c Student selects a solution. | Role playing Situational activities |
| | 5.4 Student understands decision-making processes | 5.4.a Student identifies decision-making styles (autocratic, democratic, consensual, laissez-faire). 5.4.b Student recognizes appropriate decision-making styles for a given situation. 5.4.c Student recognizes the impact of individual decisions on the group. | Role playing Situational activities Decision Making simulations Historical case studies in decision making |

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| 6. Goal Setting | 6.1 Student understands the process of setting and achieving goals. | 6.1.a Student understands the purpose of goal setting. 6.1.b Student writes goals that align with individual or group philosophy. 6.1.c Student develops an action plan to follow in order to achieve goals. | Simulation activities Goal setting exercises Action planning |
| | 6.2 Student identifies types of goals. | 6.2.a Student differentiates between short-term and long-term goals. 6.2.b Student distinguishes between personal and group goals. 6.2.c Student understands the importance of setting balanced goals in multiple areas of life. | Goal journals Classroom/Project goal setting |
| | 6.3 Student employs the skills necessary to evaluate goals. | 6.3.a Student monitors and adjusts goals. 6.3.b Student acknowledges the achievement of goals. | Evaluation and reflection Recognition activities |

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