

Highland School
Leadership Development Program

“Leaders aren’t born. They’re made.”

- Vince Lombardi

The Highland Leadership Development Program makes use of explicit training and coursework in combination with existing leadership opportunities to develop leadership skills in Upper School students. This program, open to all students from Grade 10 onward, is designed to compel students to:

- Actively choose to become leaders,
- Create opportunities for themselves to lead
- Challenge themselves in a broad range of activities
- Be self-reflective as their leadership skills grow

Seniors who successfully complete the program will

- Earn the Certificate of Leadership Development,
- Receive the Certificate at the Awards Ceremony in June
- Be recognized at graduation

Process to seek the Certificate of Leadership Development:

- Step 1: Express interest in the program via a one-page Letter of Intent submitted to the Director of Character and Leadership. We encourage students to enter the process during Grade 10, but students may do so anytime before the end of first semester Grade 12.

Your Letter of Intent should include the following:

- Why you are interested in the Leadership Development Program.
- What you hope to gain from participating.
- What you hope to contribute through the development of your leadership skills and strengths.
- Indicate your preferred mentor choices

Please note that the Letter of Intent is NOT required to enroll in the Leadership Studies or Social Justice electives, but only to embark upon the Certificate path.

- Step 2: Meet with your Leadership Mentor to plan your Leadership Path and look ahead to see how you might satisfy all the program requirements.
- Step 3: Initiate quarterly check-ins with your mentor to set goals, gauge progress, and assess your personal development.
- Step 4: During your Senior Year, complete the Certificate of Leadership Development Application/Showcase expectations.

PROGRAM REQUIREMENTS

Requirement I: Highland Coursework

Students must pass at least one of the following courses:

Leadership Studies – semester elective

As the cornerstone of Highland's leadership program, this course serves as an introduction to leadership studies, to critical, self-reflective leadership practice, and to the tools and strategies different leaders possess. While recognizing that the best way to learn and develop leadership is through real world experiences, this class aims to supplement those experiences by providing leadership tools, practices, and paradigms that students can apply to their everyday lives. Over the course of the semester, students will examine their own values, strengths, and weaknesses, investigate decision making processes, act and react with others, study great leaders, and ultimately, exemplary practices of leadership, models and styles, exemplars, and other aspects of leadership including ethical decision making, motivations of followers, and risk-taking and response to failure. In addition to extensive personal reflection, students complete a Leadership Research Project, identify and articulate core values in a This I Believe statement, and participate in a class practicum by hosting and co-facilitating Highland's Leadership Conference. Grade scale: Pass/Fail, .5 credit earned toward graduation requirement, no impact on GPA.

Social Justice – semester elective or summer course

In addition to regular prompt and response assignments, students prepare and give Soapbox Speech and complete an ePortfolio showcasing their research and implementation of the course principles on a social issue of personal interest, and complete a small group Practicum taking action to impact the selected issue. During the course, students learn the attributes of successful social entrepreneurs and consider the overlap of these traits with leadership. Grade scale: Pass/Fail, .5 credit earned toward graduation requirement, no impact on GPA.

Requirement II: Leadership Development Experience

These multi-day experiences allow students to commit themselves to an in-depth activity in which the student **concentrates on the development of her or her own leadership capacities.**

Sample Leadership Development Experiences

- Highland's Summer Outward Bound trip
- Another Outward Bound or NOLS trip
- Morven Park Summer Leadership Institute
- Girl Up Leadership Summit
- HOBY
- Boys or Girls State
- National Youth Leadership Conference
- Other leadership development experience as approved by the Director of Character and Leadership

Please note that your Development Experience may not also be used for one of your three Leadership Demonstrations below.

Requirement III: Leadership Demonstrations

Students must provide **significant leadership contributions** in THREE of the following, OR similar activities. Participation alone does not count. These are specific roles students have held, and/or projects they have led in which they've **applied and practiced the principles of leadership** studied in class and their Leadership Development experience. **At least two of these roles must occur within the context of Highland.**

Sample Leadership Roles

- Leadership Role in a Stage Production
- Team Captain
- Student Government
- Prefect Board
- National Honor Society
- Key Club Officer
- Service Project Coordinator/Chair
- Club Officer
- Yearbook
- Literary Magazine Lead
- Robotics Lead
- Media Team
- Field Studies Junior Counselor
- Big Brother/Big Sister Chair
- Ambassador
- Boy Scout Eagle Scout or Girl Scout Gold Award Project
- Independent Project (with Director of Character and Leadership approval)

Requirement IV: Reflection and Showcase

1. Pre-Planning
 - Letter of Intent
 - Initial Assessment and Goal-Setting with Mentor
2. Quarterly Check in Meetings with Mentor to include 360 feedback (adult, peer, self)
3. Final Application and Showcase:
 - Students must complete and review with their mentor the application. They may then choose from a variety of formats, a way to showcase their leadership journey with others. Options include: interview with 2 or more members of the Leadership Committee, creation of an e-portfolio, presentation to an internal or external audience. Whatever the student chooses must be approved by the mentor.

Initial Assessment and Goal-setting with Mentor

Date:

Leadership Mentor's Signature: _____

Initial Leadership Assessment

Think about ways you already are a leader. Consider what you do every day and what you care about: how you help your family, groups at school or where you live, a part-time job, your attitudes. Reflect on ways you have changed because of your involvement. Write your responses to the following statements or questions.

I consider myself a leader at _____ because....

I don't consider myself a leader at _____ because...

People at/from _____ consider me to be a leader because...

People at/from _____ don't consider me to be a leader because...

When you think of yourself as a leader, what expectations do you have of yourself?

What expectations do you feel others have of you as a leader?

What do you consider to be your strengths as a leader?

What leadership areas/traits/skills would you like to develop?

Take* and review the Student Leadership Practices Inventory to assess strengths and areas for growth.

*Leadership Studies students will take this within the first two weeks of class.

Review the Certificate of Leadership Development requirements and with your mentor, articulate goals for your leadership development.

Certificate of Leadership Development Application

To be completed prior to the interview with the Director of Character and Leadership

Requirement I: Coursework

Name of Class:

Date completed:

Signature of Teacher:

What were the biggest "take-aways" from your coursework?

Requirement II: Leadership Development Experience

Experience

Name: _____

Date of Completion: _____

Signature of Adult/Faculty Mentor: _____

Describe how you developed your leadership capacity through this experience:

Requirement III: Three Leadership Demonstrations

Role 1: _____

Dates held: _____

Signature of Adult/Faculty Mentor:

Describe the significant leadership contribution you made:

Role 2: _____

Dates held: _____

Signature of Adult/Faculty Mentor:

Describe the significant leadership contribution you made:

Role 3: _____

Dates held: _____

Signature of Adult/Faculty Mentor:

Describe the significant leadership contribution you made:

Select one of these roles, from which to solicit an endorsement from the adult who supervised you in your role.

Name of adult:

Title:

Contact email and phone:

Requirement IV: Reflection and Showcase

Pre-Planning

- Letter of Intent Date (copy attached)

Date submitted:

Mentor signature:

- Initial Assessment and Goal-Setting with Mentor (copy attached)

Date completed:

Mentor Signature:

Quarterly Check-ins with Mentor to include 360 feedback (adult, peer, self)

Notes:

Date completed:

Mentor signature:

Final Reflection and Showcase

Students must complete and review with their mentor the application. They may then choose from a variety of formats, a way to showcase their leadership journey with others. Options include: interview with 2 or more members of the Leadership Committee, creation of an e-portfolio, presentation to an internal or external audience, or another method approved by the mentor. The showcase should highlight the completed requirements and address the following reflection questions:

- Who are your leadership role models and what qualities do they exhibit?
- Which of these traits do you recognize in yourself?
- What do you identify as a leadership “failure” and what did you learn? What will you do differently next time?
- In your words, what is great leadership?

Please describe in two paragraphs how you’ve showcased your leadership journey. Attach any relevant materials.