



Youth Leadership Development Program

Course Design Document

May 2015

Course Description

Training the leaders of tomorrow has been a focus of school program in the past and will continue to be a main point of differentiation for the future. This Youth Leadership Development experience proposes a model based on adolescent development, leadership research, and findings in neuroscience to provide a practical blueprint for the nurturing and growth of young leaders

Overview

This course will actively engage students in the acquisition of information about historical and contemporary theories, concepts, and issues associated with leadership. Students will be exposed to the nature of leadership through presentation of objective material, through group activities, and through laboratory exercises. Course activities will move the student from theory to the practical processes of leadership. Basic concepts essential to personal skills development and organizational leadership behavior are included. Advanced influence, motivation, decision-making, conflict/ negotiation strategies and meeting management will be examined primarily in the interpersonal context. Course materials and activities will challenge students to connect theory to practice.

Scope

Upon completion of this course, students will be able to:

- 1) Develop a more comprehensive understanding of their personal leadership style through self-assessments;
- 2) Identify, compare and contrast leadership theory;
- 3) Apply and integrate fundamental leadership concepts into a variety of situations;
- 4) Successfully evaluate leadership effectiveness within any context;
- 5) Describe and identify the salient link between leadership and various aspects such as power, motivation and trust;
- 6) Think critically about innovative leadership styles
- 7) Become the most effective leader he/she can be within future leadership positions.

Target Audience

Information Category	Learner Characteristics
General group characteristics	- Students in grades 4-12 - Age 9-18 - <i>Fluent in writing and speaking English</i>
Education and ability levels	- Ranges from low to high achievers
Prior knowledge of topic area	- Limited to none
General learning preferences	- Hands-on - Practical exercises - Case studies

Required Materials

- Presentation
- Student Guide
- Instructor Guide

Reference List

See Appendix A

Evaluation Strategy

Input from Students:

- Examples of student work that show what students accomplished in the course
- Online surveys
- Feedback from students

Input from Facilitator/Administrators

- Observation guidelines and recommendations
- Classroom observation instruments
- Colleague review of course materials

Input from Instructors

- Reflective statement: goals of the course, teaching methods used, and the effectiveness of the course in helping students achieve goals
- Scholarship of teaching and learning projects or other research efforts undertaken to assess student learning
- Professional development efforts around teaching
- Description of work on curriculum development

Course Structure/Content Outline

Critical Thinking

- Characteristics of Critical Thinking
 - Course Objectives
 - What Is Critical Thinking?
 - Why Is It Important?
 - Curiosity
 - Awareness
 - Flexibility
 - Common Sense
- Critical Thinking Mistakes
 - Rationalization
 - Emotional Thinking
 - Biases
 - Tunnel Vision
- The Critical Thinking Process
 - Examine
 - Explore
 - Evaluate
- Turning Thinking into Action
 - Critical Thinking Practice
 - Thinking about Critical Thinking

Communication

- Communication Basics
 - Introductions
 - The Story
 - Communication Tug-of-War
 - Assumptions: Good or Bad?
- Assertive Speaking skills
 - The Four Paths of Expression
 - What is Assertive Speaking?
- Discovering Active Listening
 - What is Active Listening?
 - Obstacles to Active Listening

- Problem-Solving and Communication
 - Understanding Communication Through Problem-Solving
 - Create your Own Conclusion
 - Action Plan

Collaboration

- Establish a Purpose for Collaboration
 - When to Collaborate—and When Not To
 - Deciding Who Should Be Involved
 - Establishing Expectations
 - Expectations Checklist
- Collaborative Behaviors
 - How Strong Are Your Collaboration Skills?
 - Develop Inward Attitudes
 - Practice Outward Behaviors
- The Power of Words
 - Words to Use
 - Words to Avoid
 - Minimize Misinterpreted Emails
- Building Group Collaboration
 - Networking
 - Collaborative Leadership
 - Creating a Community of Practice
 - Tools for Collaboration
- Non-Collaborative Behaviors
 - Protecting Their Turf
 - Nay-Saying
 - Being Indecisive
 - Wanting Their Own Way
 - Needing Excessive Help
 - Acting Uninterested

Creativity

- Creative Problem Solving
 - Learning objectives
 - Defining creativity
 - Overcoming common misperceptions
 - Exposing creativity myths

- Managing creativity and time constraints
- Developing Rough Ideas
 - Learning objectives
 - Presenting ideas
 - Recognizing the political game
 - Overcoming criticism and negativity
 - Recognizing creative individuals
 - Leading and motivating creative people
 - Promoting the ideas of others
 - Getting serious about humor
- Strengthening Your Problem-Solving Skills
 - Learning objectives
 - Defining problem solving
 - Following the laws of problem solving
 - Applying problem-solving skills
 - Learning from failure
 - Taking risks
 - Assessing your creative style
- Making Creative Ideas Practical
 - Learning objectives
 - Inspiring creativity
 - Mind mapping
 - Using forced connections
- Identifying Potential Solutions
 - Learning objectives
 - Generating ideas
 - Teaming and ideas
 - Using brainstorming to identify solutions
 - Looking at different perceptions
 - Evaluating ideas

Course Design Matrix

Critical Thinking

Instructional approaches are based around three components of critical thinking, the receptiveness of the learner, the critical thinking processes, and the context in which critical thinking is applied. The instructor will provide each learner a syllabus, a student handbook, and a graphic representation of the elements of the critical thinking training (learning guidance). Learners will work in groups of 3-6 personnel. Group size will be determined based on class demographic and whether the course is being presented to ColST leadership and support personnel or selected teams.

Module	Content/Activities	Time
1. Critical Thinking Defined	<p>Attention: Critical thinking involves the use of a group interconnected skills to analyze, creatively integrate, and evaluate whether an author’s opinions are true or false, whether he or she has adequately defended those ideas, whether certain recommendations are practical, as well as whether particular solutions will be effective.</p> <p>Objectives: Learners will explain the concept of critical thinking and describe how describe how critical thinking applies to intelligence analysis</p> <p>Presentation:</p> <ul style="list-style-type: none"> • Instructor will make introduction, disseminate course material, and explain goals of the training • Instructor will direct learners to define critical thinking in their own words, and then discuss their definition with another learner. • Instructor will provide a PowerPoint presentation explain the three major elements of critical thinking – learner’s predisposition, critical thinking tools/processes, context. • Instructor will direct learners to pair with another learner and identify 3 ways in which critical thinking applies to intelligence analysis and their role in the ColST program <p>Performance/Feedback:</p> <ul style="list-style-type: none"> • Learners will provide concise definition of critical thinking to another learner. • Learners will explain to another learner how 	20 minutes

	critical thinking applies to intelligence analysis and their role in the CoIST program.	
2. Stages of Intellectual Development	<p>Attention: Development in thinking is a gradual process requiring dedicated effort and is reflected in plateaus of learning. Changing one’s habits of thought is a long-term project, happening over years, not weeks or months.</p> <p>Objectives: Learners will recognize the six stages of intellectual development.</p> <p>Presentation:</p> <ul style="list-style-type: none"> • Instructor will provide a PowerPoint presentation explaining the six stages of intellectual development. • Instructor will direct learners to write down where they assess themselves to be in the stages of intellectual development. <p>Performance/Feedback:</p> <ul style="list-style-type: none"> • In pairs, learners will discuss their self-assessed stage of intellectual development. 	10 minutes
3. Intellectual Traits	<p>Attention: Intellectual traits are a reflection of the thinker, and can be used to serve two incompatible ends: self-centeredness and fair-mindedness. Fair-mindedness entails a consciousness of the need to treat all viewpoints alike, without reference to one’s own feelings or interests. It implies adherence to intellectual standards, uninfluenced by one’s own advantage or the advantage of one’s group.</p> <p>Objectives: Learners will describe the eight intellectual traits and explain the application of the intellectual traits to intelligence analysis</p> <p>Presentation:</p> <ul style="list-style-type: none"> • Instructor will direct learners to review “Essential Intellectual Traits” handout. • Instructor will provide a PowerPoint presentation explaining the intellectual traits. • Instructor will direct learners to write down how the Intellectual Traits can impact intelligence analysis, discuss with another learner, and share results with class. 	15 minutes

	<p>Performance/Feedback:</p> <ul style="list-style-type: none"> In pairs, learners will discuss how an analyst’s intellectual traits can impact intelligence analysis. 	
4. Cognitive Biases	<p>Attention: The human mind has a tendency to trick itself and to take mental shortcuts that could adversely affect our ability to think critically. Perceptions and cognitive biases can also affect the quality of intelligence analysis.</p> <p>Objectives: Learners will describe how our perception of information can be manipulated and recognize the different types of cognitive biases.</p> <p>Presentation:</p> <ul style="list-style-type: none"> Instructor will direct learners to review the “Cognitive Biases” handout. Instructor will provide a PowerPoint presentation explaining the cognitive biases. Instructor will provide case studies and direct students to identify how bias in intelligence analysis impacted military operations or US policy. <p>Performance/Feedback:</p> <ul style="list-style-type: none"> In groups of two or three, learners will review case studies and highlight which biases are in evidence. 	30 minutes
	Break	15 minutes
5. Elements of Reasoning	<p>Attention: The words “thinking” and “reasoning” are used in everyday life as virtual synonyms. Reasoning, however, has a more formal flavor and occurs whenever the mind draws conclusions on the basis of a logical thought process.</p> <p>Objectives: Learners will recognize and use intellectual standards during the review of an intelligence case study.</p> <p>Presentation:</p> <ul style="list-style-type: none"> Instructor will direct learners will review “The Elements of Reasoning” handout. Instructor will provide a PowerPoint presentation explaining the elements of reasoning. 	40 minutes

	<ul style="list-style-type: none"> Instructor will show the video “Lost in Translation – Afghanistan” (http://www.youtube.com/watch?v=-ciIW8ZSoQc). <p>Performance/Feedback:</p> <ul style="list-style-type: none"> In groups of two or three, learners will apply the Elements of Reasoning to the video “Lost in Translation – Afghanistan.” Learners will describe the results of their analysis. 	
6. Intellectual Standards	<p>Attention: Intellectual Standards are used to measure the quality of our thinking, analysis, and evaluation. They must be applied to our thinking processes in order to solve problems more logically and, in general, to think more critically.</p> <p>Objectives: Learners will recognize and use intellectual standards during the review of a written and electronic media source of information.</p> <p>Presentation:</p> <ul style="list-style-type: none"> Instructor will direct learners will review “Universal Intellectual Standards” handout. Instructor will provide a PowerPoint presentation explaining the intellectual standards. Instructor will direct learners to apply Intellectual Standards to the results of their Elements of Reasoning application to “Lost in Translation – Afghanistan.” <p>Performance/Feedback:</p> <ul style="list-style-type: none"> In groups of two or three, learners will apply the Intellectual Standards to the results of their Elements of Reasoning application to “Lost in Translation – Afghanistan.” Learners will discuss the results of their assessments with the class. 	30 minutes
	Break	10 minutes
7. Argument	<p>Attention: As critical thinkers, we strive to focus on giving reasons to support our views without becoming egocentrically involved in the discussion. To argue in the critical thinking sense is to use logic and reason, and to bring forth facts to support or</p>	30 minutes

	<p>refute a point.</p> <p>Objectives: Learners will assess the video “Lost in Translation – Afghanistan” and present an argument about their assessment</p> <p>Presentation:</p> <ul style="list-style-type: none"> • Instructor will direct learners will review the “Argument” handout. • Instructor will provide a PowerPoint presentation explaining the components of an argument. • Instructor will direct learners to present the results of their application of the elements of reasoning to the video “Lost in Translation – Afghanistan.” <p>Performance/Feedback:</p> <ul style="list-style-type: none"> • In pairs, learners will apply the components of an argument (thesis, logic, and conclusion) to the results of their previous analysis of the video “Lost in Translation – Afghanistan.” • Learners will present their arguments to the class. 	
<p>8. Logical Fallacies</p>	<p>Attention: Logical fallacies are errors in reasoning and are often reflected in an argument that doesn’t conform to rules of logic. As critical thinkers, we need to be aware of logical fallacies so we can recognize them in our own and others’ reasoning.</p> <p>Objectives: Learners will identify the differing types of fallacies and recognize the use of fallacies in argument</p> <p>Presentation:</p> <ul style="list-style-type: none"> • Instructor will direct learners to review the “Fallacies in Argumentation” handout. • Instructor will provide a PowerPoint presentation explaining the fallacies in argumentation. • Instructor will highlight logical fallacies demonstrated in the video “Lost in Translation – Afghanistan.” <p>Performance/Feedback:</p> <ul style="list-style-type: none"> • In groups of two or three, learners will 	<p>30 minutes</p>

	<p>discuss the logical fallacies demonstrated in the video “Lost in Translation – Afghanistan” and identify how they impacted the development and presentation of their analysis and argument.</p>	
Wrap-up	<p>Presentation:</p> <ul style="list-style-type: none"> • Instructor will summarize goals and objectives of the training • Instructor will disseminate end-of-course critique form <p>Performance/Feedback</p> <ul style="list-style-type: none"> • Learners will complete and return end-of-course critique form 	10 minutes
<p>Video links are provided as part of a performance support program (retention and transfer) available to learners before and after completion of the training, and for use in class as time allows.</p> <p>What is Critical Thinking? (2:23) - http://www.youtube.com/watch?v=bUVEvi8SqQM&feature=related</p> <p>Critical Thinking and the Intellectual Traits (9:54) - http://www.youtube.com/watch?v=dnKExYSbECw&feature=relmfu</p> <p>[Intellectual] Standards of Thought, Part 1 (8:34) - http://www.youtube.com/watch?v=gNCOOUK-bMQ</p> <p>[Intellectual] Standards of Thought, Part 2 (9:56) - http://www.youtube.com/watch?v=Ksk2-ayoBck&feature=relmfu</p> <p>The Elements of Thought (5:01) - http://www.youtube.com/watch?v=_VPg_cGAfHk</p> <p>Human Sociocentricity, Part 1 (7:52) - http://www.youtube.com/watch?v=L71muPW6wVE</p> <p>Human Sociocentricity, Part 2 (9:36) - http://www.youtube.com/watch?v=iKqH49gXwPk&feature=relmfu</p> <p>Human Egocentricity, Part 1 (9:52) - http://www.youtube.com/watch?v=fKbUF-iHW2g</p> <p>Human Egocentricity, Part 2 (8:19) - http://www.youtube.com/watch?v=a7RTr7Gvc08</p> <p>Human Egocentricity, Part 2/3 (9:51) - http://www.youtube.com/watch?v=axg8drWE658</p> <p>Human Egocentricity, Part 3/4 (7:31) - http://www.youtube.com/watch?v=6hKq6bwaqIE</p> <p>Human Egocentricity, Part 4/5 (9:49) - http://www.youtube.com/watch?v=6hKq6bwaqIE</p>		

Communication

- **Scope Statement:**
- **Terminal Learning Objective (TLO):**
- **Enabling Learning Objectives (ELO):**
- **Lesson Topics:**
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- **Instructional Strategy:**
- **Assessment Strategy:**

Skillful Collaboration

- **Scope Statement:**
- **Terminal Learning Objective (TLO):**
- **Enabling Learning Objectives (ELO):**
- **Lesson Topics:**
–
- **Instructional Strategy:**
- **Assessment Strategy:**

Creative Problem Solving

- **Scope Statement:**
- **Terminal Learning Objective (TLO):**
- **Enabling Learning Objectives (ELO):**
- **Lesson Topics:**
–
- **Instructional Strategy:**
- **Assessment Strategy:**

Estimated Contact Time

Critical Thinking Skills

Module One: Characteristics of Critical Thinking

Type of Activity	Segment	Timing (Minutes)
Facilitation	Course Objectives	5
Written Exercise	What is Critical Thinking?	10
Facilitation	Why Is It Important?	5
Group Activity	Curiosity	10
Facilitation	Awareness	5
Group Activity	Flexibility	10
Written Exercise	Common Sense	10
		55 Minutes

Module Two: Critical Mistakes

Type of Activity	Segment	Timing (Minutes)
Facilitation	Rationalization	10
Group Activity	Emotional Thinking	10
Facilitation	Biases	5
Group Activity	Tunnel Vision	10
		35 Minutes

Module Three: The Critical Thinking Process

Type of Activity	Segment	Timing (Minutes)
Facilitation	EEE	5
Group Activity	Examine	5
Group Activity	Explore	45
Group Activity	Evaluate	30
		1 Hour 25 Minutes

Module Four: Turning Thinking into Action

Type of Activity	Segment	Timing (Minutes)
Group Activity	Critical Thinking Practice	45
Written Exercise	Critical Thinking Evaluation Tool	10
		55 Minutes

Effective Communication

Module One: Communication Basics

Type of Activity	Segment	Timing (Minutes)
Group Activity	Introductions	10
Group Activity	The story	15
Group Activity	Communication tug of war	25
Group Activity	Assumptions: Good or bad?	30
		1 Hour 20 Minutes

Module Two: Uncovering Assertive Speaking Skills

Type of Activity	Segment	Timing (Minutes)
Group Activity	The Four Paths of Expression	35
Group Activity	What is Assertive Speaking?	25
		1 Hour

Module Three: Discovering Active Listening

Type of Activity	Segment	Timing (Minutes)
Group Activity	What is Active Listening	30
Group Activity	Obstacles to Active Listening	35
		1 Hour 5 Minutes

Module Four: Problem Solving and Communication

Type of Activity	Segment	Timing (Minutes)
Group Activity	Understanding Communication Through Problem Solving	40
Group Activity	Create your own Conclusion	40
Group Activity	Action Plan	15
		1 Hour 35 Minutes

Skillful Collaboration

Overview

Type of Activity	Segment	Timing (Minutes)
Facilitation	Course Objectives	5
Individual Activity	Introduction	5
Group Activity	What is Collaboration?	10
Group Activity	Benefits and Challenges of Collaboration	20
		40 Minutes

Module One: Establish a Purpose for Collaboration

Type of Activity	Segment	Timing (Minutes)
Facilitation	When to Collaborate – and When Not To	5
Group Activity	Deciding Who Should be Involved	20
Facilitation	Establishing Expectations	10
Individual Activity	Expectations Checklist	10
		45 Minutes

Module Two: Collaborative Behaviors

Type of Activity	Segment	Timing (Minutes)
Individual Activity	How Strong are your Collaborative Skills?	5
Individual Activity	Develop Inward Attitudes	15
Group Activity	Practice Outward Behaviors	40
		1 Hour

Module Three: The Power of Words

Type of Activity	Segment	Timing (Minutes)
Facilitation	Words to Use	10
Individual Exercise	Words to Avoid	20
Individual Exercise	Minimize Misinterpreted Emails	10
		40 Minutes

Module Four: Building Group Collaboration

Type of Activity	Segment	Timing (Minutes)
Individual Activity	Networking	10
Facilitation	Collaborative Leadership	10
Individual Activity	Creating a Community of Practice	10
Facilitation	Tools for Collaboration	5
		35 Minutes

Module Five: Non-Collaborative Behaviors

Type of Activity	Segment	Timing (Minutes)
Group Activity	Protecting Their Turf	10
Facilitation	Nay-Saying	5
Facilitation	Being Indecisive	5

Facilitation	Wanting Their Own Way	5
Facilitation	Needing Excessive Help	5
Group Activity	Acting Uninterested	15
		45 Minutes

Review

Type of Activity	Segment	Timing (Minutes)
Handout	Learning Summary	5
Individual Activity	Action Plan	5
individual Activity	Test Your Knowledge	10
		20 Minutes

Creative Problem Solving

Module One: Creative Problem Solving

Type of Activity	Segment	Timing (Minutes)
Group Activity	Defining Creativity	20
Written Exercise	Overcoming Common Misperceptions	15
Written Exercise	Exposing Creativity Myths	15
Facilitation	Managing Creatively and Time Constraints	10
		1 Hour

Chapter Two: Developing Rough Ideas

Type of Activity	Segment	Timing (Minutes)
Facilitation	Presenting Ideas	20
Facilitation	Recognizing the Political Game	15
Written Exercise	Overcoming Criticism and Negativity	20
Written Exercise	Recognizing Creative Individuals	15
Facilitation	Promoting the Ideas of Others	15
Group Exercise	Getting Serious About Humor	15
		1 Hour 40 Minutes

Module Three: Strengthening Your Problem-Solving Skills

Type of Activity	Segment	Timing (Minutes)
Facilitation	Defining Problem Solving	10
Facilitation	Following the Laws of Problem Solving	20
Written Exercise	Learning From Failure	15
Facilitation	Taking Risks	10
Reading	Assessing Your Creative Style	30
		1 Hour 25 Minutes

Module Four: Making Creative Ideas Practice

Type of Activity	Segment	Timing (Minutes)
Facilitation	Inspiring Creativity	30
Written Exercise	Mind Mapping	20
Group Exercise	Using Forced Connections	10
		1 Hour

Module Five: Identifying Potential Solutions

Type of Activity	Segment	Timing (Minutes)
Facilitation	Generating Ideas	20
Facilitation	Teaming and Ideas	15
Facilitation	Using Brainstorming to Identify Solutions	10
Written Exercise	Looking at Different Perceptions	20
Facilitation	Evaluating Ideas	20
		1 Hour 25 Minutes

Appendix A: References

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