Leadership Development Online Educational Website

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SENIOR PROJECT - APPROVAL

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PROJECT TITLE: Leadership Development Online Educational Website

I have reviewed this completed senior honors thesis with this student and certify that it is a project commensurate with honors level undergraduate research in this field.

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http://web.utk.edu/~cmfisher/leadership
Each of us contains the capacity for leadership.

Warren Bennis
Leadership Development Programs
A Trend for the Future

Purpose of the Site
Leadership Development Program Design

Leadership Development Programs are becoming a trend for the future and have increased in popularity in recent years. College and university administrators across the nation are seeing the need for such programs and are incorporating leadership studies into the existing curriculum, and the possibilities are endless for the creation of such programs on the high school level.

After successfully completing Phi Theta Kappa's Leadership Development Program at Walters State Community College and examining a variety of leadership development programs that currently exist, the author of this site realized that a well-rounded program that includes the development of leadership skills, communication skills, interpersonal skills, and the establishment of core values could be developed and implemented on the high school level.

This site has been created (1) to aid in the development of such a program, (2) to receive feedback from educators who are currently teaching courses in such programs, and (3) to receive feedback from educators interested in developing and/or implementing a leadership development program on the high school level.

The Purpose of This Site

To encourage educators to incorporate leadership development lesson plans into the existing curriculum.

To provide an online educational resource site where educators can find information about leadership development programs.

To provide a site where educators can find classroom ideas and activities designed to encourage students to think about leadership, learn about leadership, and develop their own personal leadership philosophy.
To provide a site that focuses on specific skill development: leadership skills, communication skills, interpersonal skills, and the establishment of core values.

To provide information about existing leadership development programs and links to those sites.

To provide a site where educators can submit ideas and activities to enhance the development of such programs.

"The development of leaders is possible on a scale far beyond anything we have ever attempted. . . . We have barely scratched the surface in our efforts toward leadership development."

John W. Gardner, On Leadership

Leadership development programs should be designed to help students

L earn leadership concepts
E xamine the characteristics of effective leaders
A cquire leadership, communication, and interpersonal skills
D evelop a personal leadership philosophy
E stablish core values or principles
R ealize the importance of goal setting
S trive for excellence
H ave confidence in their abilities
I nternalize what they are learning about leadership
P rovide effective leadership into the 21st century

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Leadership Skills

Leadership Development Programs: A Trend for the Future

Leadership Development Programs should include the development of specific leadership skills. Recommended activities are provided for the following categories:

- Setting Goals
- Managing Time
- Working as a Team
- Creating a Vision
- Resolving Conflict

The following activities are designed to help students (1) learn the importance of setting goals, (2) think about time management, (3) understand the concept of teamwork, (4) understand the importance of providing direction and creating a vision for their organization, (5) and develop their ability to resolve conflict.

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**Setting Goals**

Students should understand there are many types of goals (e.g., personal goals, family goals, organizational goals), and they should also understand that goals provide direction. If individuals or organizations fail to set goals they will drift aimlessly without any direction and may fail to accomplish anything.

Students should understand why they should set goals. Share with students the benefits of setting goals listed below and then have them respond to the benefits in a short paper, essay, or journal entry.

- Goals give us a sense of direction
- Goals help us accomplish specific tasks
- Goals improve our ability to move ahead
- Goals help us manage our time better
- When we accomplish certain goals, we can measure our progress

Students need to learn three types of goals. Explain to students the difference between short-term and long-term goals and have them respond to what they are learning in a short paper, essay or journal entry.

- Short-term goals: current activities
- Long-term goals: dreams or a vision for the future

It is important for students to understand that goals often change. They are not etched in stone; however, they do move us in a certain direction. Goals should not necessarily dictate our course of action; they should be re-evaluated from time to time.
Lead a discussion on obstacles that prevent us from achieving our goals. This would be a great opportunity to discuss perseverance. It is important for students to understand that everyone faces obstacles and that obstacles are necessary for growth. Have students write an essay the topic of overcoming obstacles.

Have students write a list of possible short- and long-term goals.

In order to be an effective leader, students must honestly evaluate their strengths and weaknesses. This honest evaluation of ourselves takes courage. Explain to students that the goals we set for ourselves must be clear, simple, and specific enough to identify, and they should be written down. Encourage them to write their goals down. If goals are written down, students will have the ability to measure their progress, and answer the following questions:

What goals have I reached?
What goals need to be changed?
Which goals need to be dropped altogether?
Are the goals I have set realistic?

Give them an example of an unrealistic goal: If you have the goal of becoming a doctor but cannot stand the sight of blood, then that goal needs to be re-evaluated. Goals need to be meaningful and need to give us sense that we are accomplishing life's purposes. Have students answer the following question:

Is the goal really mine or has someone else set the goal for me?

Finally, explain to students the importance of setting a completion day for reaching the goal. It is important to decide when the objective needs to be achieved.

Explain to students that concentration is often the key to setting goals: Focus, Focus, Focus. This takes practice. Center your mind on the goal or work to be achieved. Create the right environment to plan a course of action. Take time to be alone to concentrate on the goal setting process. Don't be overwhelmed. Take one step at a time. Don't waste your time. Take advantage of moments of inspiration. Make sure that your goals coincide with things you enjoy doing.

Discuss the importance of making a commitment to accomplishing a goal. Any of these topics could be the topic of a journal entry or a theme paper.

Discuss the concept of perseverance. It is important to persevere when trying to accomplish anything in life. Have students answer the following questions in a journal entry:

Does there come a time when it is necessary to change direction?
How long should one persevere?
Discuss what happens when we don't reach a goal. Does not reaching a goal mean we are a failure? Do not be overwhelmed or discouraged. Any of these terms: obstacles, commitment, perseverance would
make excellent one paragraph essays. Students could also define the terms, discuss there importance, or study the term origins.

Students could be introduced to Zig Ziglar's "Four Reasons People Don't Set Goals." This could make for an interesting class discussion or topic of debate:

People are afraid to set goals: Why? Is this true?
People have a poor-self image: How can we improve our self-image?
They've never been told that setting goals is important: Should we set goals?
They don't know how to set goals: Can we learn to set goals?

Lead a discussion based on the following questions:

Is it really necessary to set goals?
Is it really necessary to write goals down?

Have students participate in a brainstorming session where they will be required to write down everything they have ever wanted to be, do or have. Brainstorming often can generate many ideas and is an effective step towards setting goals. Have the students organize their ideas in the order of importance and ask themselves why they are important and if they are really necessary. Have the students ask the following questions:

Are these really my goals?
Will I hurt anyone by trying to accomplish these goals?
Can I commit myself to expending the time and energy to accomplish these goals?

Managing Time

Lead a discussion on the importance of time management and what it means.

Show the students a variety of student planners they can use, or bring in a local businessman or office supply official who could discuss different planners that are available.

Lead a discussion on the importance of setting goals and setting priorities and how this relates to time management.

Have students make a list of all the activities they are involved with throughout the week. This list could include school, home, extracurricular activities, and/or others. Have them consider how much time they spend on the activities. Have them think about the following questions:

How do I spend my time?
Have I developed habits that may keep me from accomplishing my goals?
Have the students write an essay discussing the activities in which they are involved and how these activities will help them to accomplish their overall objectives and goals. This exercise could help students to understand the importance of learning how to manage their time and set priorities.

Have the students provide examples of poor time management.

Working as a Team

Discuss the importance of teamwork and the concept of synergy. Have students define "synergy" and "teamwork" using several dictionaries. After students have defined the terms, lead a discussion about what they have learned. Ask the students to explain why it is important for leaders to understand these two important concepts.

Implement cooperative learning activities into the classroom setting in order to provide students with the opportunity to learn how to work together as a team. Provide problem-solving activities. Most students who play sports understand the concept of teamwork, but they need to develop their abilities to set goals, accomplish goals, and solve problems as a team.

Discuss the characteristics of an effective team. Have students lists the characteristics on the board. If students have difficulty coming up with ideas, try the following: Effective team members

- Know how to communicate with one another
- Are not afraid to ask questions
- Are candid with one another
- Admit mistakes
- Listen to all ideas
- Allow discussion to take place
- Try creative ways to solve problems
- Brainstorm
- Explore alternatives
- List all options
- Consider all options before making major decisions
- Have the ability to identify problems and work together to resolve conflict
- Level with one another
- Are truthful with one another
- Have clear-cut goals and objectives
- Know what they are trying to accomplish
- Work together to accomplish common goals and objectives
- Create a common vision and have a sense of purpose and direction
- Never have pointless meetings
- Follow through with decisions
- Sharpen and develop leadership skills
- Evaluate what they do
- Practice self-critique

In his book *On Becoming a Leader*, Warren Bennis suggests there are three basic ingredients that contribute to the success of leaders and organizations: Ideas, Relationships, and Adventure.
• **Ideas** are the basis for change, for re-invention, and for intellectual capital.
• **Relationships** have to do with outstanding people working in harmony and openness, where everyone feels empowered, where all members feel included and at the center of things, and where all members feel they are competent and significant.
• **Adventure** has to do with risk, with a bias toward action, and with curiosity and courage.

When people come together with a common vision and a common purpose and are willing to work together, there is no limit to what they can accomplish. This is the true meaning of teamwork.

Share these concepts with your students. They would be great topics for discussions, theme papers, essays, or journal entries.

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**Creating a Vision**

The book *Visionary Leadership* by Burt Nanus is an excellence resource on the topic of visionary leadership. In the book, Nanus discusses the importance of a leader "creating a compelling sense of direction for [his or her] organization." The book goes on to provide practical advice for accomplishing this goal. This book is a must read for any serious student interested in developing his or her leadership potential.

At times, visionary leadership may be a difficult topic to discuss with high school students. However, teachers can provide practical examples of leaders who did have a vision for their organization or nation (e.g., John F. Kennedy, Martin Luther King, Jr., Ghandi, Henry Ford). The space program is an excellent example of people coming together to accomplish the goal of putting a man on the moons. Although many people thought this vision was impossible, the goal was accomplished within ten years.

It is important for students to understand that leaders do provide direction for organizations and that they often have a deep sense of purpose for what they are trying to accomplish.

Have students define "vision" or "visionary leadership" in a short essay or journal entry.

Have them research and cite examples of visionary leaders in a theme paper.

Have students respond in writing to Helen Keller's statement: "The most pathetic person in the world is someone who has sight but has no vision."

Lead a discussion on the topic. Have students research Helen Keller's life and document the obstacles she had to face in her own life. Students could also respond to the following questions:

Did Helen Keller have a vision?  
If so, what was her vision?  
What sacrifices did she have to make in her own life to accomplish her goals?

Lead a discussion on the practicality of having a vision. Have students answer the following questions:

• Do leaders need to have a vision?
Leadership Skills

http://web.utk.edu/~mfisher/leadership/leadershipskills.html

- What is the difference between vision and purpose?
- Do visionary leaders experience rejection?
- If so, how do they respond to rejection?

Have students write a report or make an oral presentation on John F. Kennedy's book *Profiles in Courage.* Have students respond to the following quote: "A man does what he must—in spite of personal consequences, in spite of obstacles and dangers and pressures—and that is the basis of all human morality."

Have students respond to the following quote: "The essence of leadership is a vision you articulate clearly and forcefully on every occasion. You can't blow an uncertain trumpet." —Theodore Hesburgh--

Then lead a discussion on the importance of developing communication skills.

Have students respond to the following quote: "If one advances confidently in the direction of his dreams and endeavors to live the life which he has imagined, he will meet with success unexpected in common hours."

Have students research Ghandi's vision for India, Martin Luther King Jr.'s vision for America, or John F. Kennedy's vision for the space program. Have students make oral presentations documenting their findings, or they can write theme or research papers.

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Resolving Conflict

Discuss with students the importance of learning how to resolve conflict. Have them list instances when they have failed to resolve conflict and instances when they have experienced success resolving conflict. Discuss why they may have failed to solve certain problems, and have them consider alternative approaches to solving those problems.

Have students list different kinds of conflict (e.g., social, political, personal). Have them identify problems they may or may not have control over.

Discuss with students the importance of dealing with failure. Have students define failure. Have students think about and answer the following questions:

- Am I really a failure if I fail to accomplish a goal?
- How should I deal with disappointment?
- How do other people influence my perceptions and feelings of self-worth?
- How should I respond to real instances of failure?

Discuss the difference between bringing being willing to compromise and being willing to stand for
convictions. Have students answer the following questions:

- Are there times when I should stand for my convictions even if doing so results in sacrifice? Have them list examples on the board.
- What are some examples of times when I should be willing to compromise?

Have students consider three types of problems:

- Problems they cause themselves and can do something about.
- Problems that are caused indirectly by other people (they may or may not have the ability to solve these types of problems.
- Problems they have no control over.

Have the students discuss and categorize the following problems or scenarios, come up with your own examples, or let students use their own imaginations:

- My parents won't let me go to the movies with my friends on Friday night.
- I failed my algebra test this morning.
- My car broke down on my way to school today.
- My best friend betrayed me.
- A hurricane will hit the Florida coastline by early next week.
- I can't stand my geometry teacher.

After the students have discussed and categorized the problem scenarios, discuss how students can solve the problems. Have students identify whether or not they should accept personal responsibility for the problem, whether the problem is caused by someone indirectly, or whether the problem is actually out of their control. Have students discuss alternatives to solving the problems.

Regarding the first scenario, have the students consider the problem from their parents' point of view. Did their parents have previous plans? Is there a valid reason why their parents don't want them to go to the movies on Friday night?

The last scenario could be approached by discussing the student's attitude toward the teacher and school in general.

Have students discuss the importance of "attitude" in resolving conflict. Have them answer the following questions:

- Can I change other people?
- Do I have the ability to change my own attitude?
- Is it important to have a positive attitude?
- Does it take a strong person to forgive others?
- Do I allow bitterness to cause conflict in my life?
Leadership Development Programs should include the development of good communication skills. For the purpose of this website, communication skills are divided into the following three categories:

**Writing Skills**
**Speaking Skills**
**Listening Skills**

The following activities are designed (1) to help students improve their communication skills and (2) to help the students think seriously about the topic of leadership.

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**Writing Skills**

Have students begin a journal dedicated to leadership development at the beginning of the school year. This journal will include daily or periodic entries regarding their thoughts about leadership. Explain to the students the importance of developing their own personal leadership philosophy. Leadership is a complex concept, and they must understand that they will continue to develop their leadership philosophy throughout their lifetimes. Have students answer questions given in class or come up with topics on their own. For example, have students answer the following questions:

- What does leadership mean to you?
- How would you define leadership?
- Do you think your beliefs about leadership will change after studying the topic systematically?
- Do you think that you can make a positive difference in your community?

Implement the use of one-minute exams before or at the end of class. Present students with a leadership concept and ask them to answer a question concerning the topic of discussion on a 4x6 index card or in a notebook. They will have the ability to see how their understanding of leadership has developed throughout the semester or year. For example: After teaching a lesson on defining leadership, ask the students to define leadership in their own words. This exercise is designed to have the students process information quickly and get their ideas down on paper. The goal is to have the students practice their writing skills each day whether it be through a journal entry or a one-minute exam. Writing skills will improve if students are required to write each day. By centering the writing exercises around leadership concepts, students will be encouraged to think about the topic of leadership seriously.
Have students research a leader of the past and prepare a two-three page essay on why this person was or was not a great leader. For example:

- Ghandi
- Martin Luther King, Jr.
- Winston Churchill
- Pol Pot
- Elizabeth Dole
- Margaret Thatcher
- Abraham Lincoln
- John F. Kennedy
- Hitler

Check out the following website for valuable speeches, photos, and historical information:
National Archives and Records Administration

Interesting topics for discussions or essays:

- Why do you think many leaders fall victim to assassination?
- Was John F. Kennedy a visionary leader? (Discuss the space program)

Have students view Martin Luther King, Jr.'s *I Have a Dream* speech. Have students write a paper on why the speech was effective.

Have students define "integrity" in a one-page essay. They can either use definitions provided in class or research their own. Or consider the following topics:

- Why is integrity important for leaders to possess?
- What can happen to a leader when they lack integrity?
- Can you give examples?
- Why is trust and credibility important for leaders?
- How do these values impact the ability of the leader to lead?
- What other values should leaders possess?
- How can a leader develop his leadership potential?

Have students compare and contrast two leadership definitions in a short essay. For example:

- "Leadership appears to be the art of getting others to want to do something that you are convinced should be done." --Vance Packard
- "[Leadership is] the art of influencing and directing people in a way that will win their obedience, confidence, respect, and loyal cooperation in achieving a common objective." --The Air Force Definition of Leadership

Have students analyze the following poem in a short essay or journal entry:

For all your days prepare, and meet them all alike:
When you are the anvil, bear
When you are the hammer, strike. --Edward Markham

Have students write an essay comparing leaders and managers using the examples given in the book *On Becoming a Leader* by Warren Bennis. This book is a good reference and can provide many ideas for lesson plans:

**Managers**
- the manager administers
- the manager maintains
- the manager accepts the status quo
- the manager focuses on systems and structure

**Leaders**
- the leader innovates
- the leader develops
- the leader focuses on people
- the leader accepts challenge
- the leader inspires trust

This exercise is not intended to imply that managers are "bad" and leaders are "good." It is designed to get the students to think about what it means to be a leader. Leaders are often those individuals who initiate change and are willing to take risks. It is important for those who assume leadership positions to understand the differences between leaders and managers and try to merge the two effectively thereby increasing leadership ability.

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**Speaking Skills**

Impromptu Speaking Exercise: Have students draw a topic out of a hat or can. They will be required to speak on the topic for one or two minutes. Topics will be basic enough for each student to understand: pencils, peanut butter, basketball, football, eraser, Christmas... Use your imagination. Students will have fun.

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Have students prepare an oral presentation concerning a leadership concept.

Have students prepare an individual or group presentation on a famous leader.

Have students prepare an oral presentation or lead a group or panel discussion on a leadership topic. For example:

- Have the students consider why the Air Force has adopted three core values: integrity, service before self, and excellence.
- Have them research the topic in the library, visit a local officer who is involved with an ROTC Program, or visit the Air Force Web Site to find out more information on the topic.
LISTENING SKILLS

Have students listen to Martin Luther King's I Have a Dream speech and then discuss what they have heard in class. Encourage them to listen closely to what he had to say. Possible topics of discussion could be visionary leadership or how certain leaders impact our world.

Read several definitions of leadership to the class and then have them define leadership in their own words.

Have students watch a film clip concerning a leadership topic and discuss that in class. For example, Courage Under Fire is an excellent film that can be used to discuss the topic of integrity, honesty, and telling the truth regardless of the consequences. View the film to see if it would be appropriate for the age level you are teaching. Schlinder's List and Dead Poets Society are also good films for this purpose.

Other films or filmclips could be the basis of a discussion on leadership.

Read a story, book, essay, poem, or part of a written text to students and have them listen for particular terms, phrases, or ideas.
Interpersonal Skills

Leadership Development Programs: A Trend for the Future

Leadership Development Programs should include the development of Interpersonal Skills. Students studying leadership should think about the complex relationship between leaders and followers and should come to understand how their interactions with others will impact their effectiveness. It is equally important for students to define leadership. By examining various definitions of leadership, they will come to understand concept of leadership.

Interpersonal Relationship Activities

Defining Leadership

The following activities are designed (1) to encourage students to think about developing their interpersonal skills and (2) to help students define leadership.

Have students answer the following question in a response journal: Why do you think it is important for leaders to develop and improve their interpersonal skills? Is it necessary for leaders to develop these skills, or should they just rely on their power or position to dominate followers?

Have students consider the following questions: How did Hitler, Pol Pot, Mussolini, Stalin, and other leaders deal with revolution and change? How did they deal with people who disagreed with their methods or what they were trying to accomplish?

Have students research and define the following terms: dictatorship and totalitarianism. How do these two terms relate to the topic of leadership? What can we learn from the past?

Have a student or group of students read Donald Phillip's book entitled *Lincoln on Leadership* and write a paper or make an oral presentation regarding Abraham Lincoln's method of dealing with people. This is a
great book. It provides specific examples of how Lincoln dealt with people.

Have students list ways they can improve and develop their interpersonal skills.

Have students list ways that they can improve their listening skills in a response journal. Have them relate the importance of developing listening skills to the topic of leadership.

Lead a discussion on the importance of leaders knowing their job well. In order to lead people effectively, leaders need to establish credibility. Have students discuss the importance of self discipline, a hard work ethic, and establishing credibility.

Using Dale Carnegie's book *How to Win Friends and Influence People*, discuss six things people can do to begin to influence others. The goal is to develop and improve interpersonal skills. Many scholars in the field of leadership studies have condemned Dale Carnegie's simple approach to influencing people, but his advice should be acknowledged as a good place to start in the attempt to develop interpersonal skills.

- Become genuinely interested in other people
- Smile
- Remember a person's name
- Be a good listener
- Talk in terms of the other person's interests
- Make the other person feel important and do it sincerely

Stress the importance of improving and developing interpersonal skills. Help students understand the importance of being sincere and developing personal integrity. Relate this topic to leaders who manipulate and/or deceive their followers.

**Defining Leadership**

Have students examine the Air Force Definition of Leadership: "[Leadership is] the art of influencing and directing people in a way that will win their obedience, confidence, respect, and loyal cooperation in achieving a common objective." After the students have thought about the definition for a few moments, lead a discussion regarding the meaning of the words included in the definition.

Have students list the characteristics of a leader who may model this definition of leadership. Explain what it means to "influence" and "direct" people in a positive manner, or discuss what it means to work to "achieve a common objective."

Discuss how this concept relates to teamwork. Ask students to list behaviors they think they could model in order to win the "obedience, confidence, respect, and loyal cooperation" of other people. Discuss the difference between true leadership based on integrity and leadership based on manipulative or deceptive behaviors.

Have the students compare and contrast two leaders. For example: Abraham Lincoln and Hitler.
Have students identify various characteristics of each leader and explain what they accomplished during their lifetimes.
Discuss the positive impact of Abraham Lincoln's leadership during the Civil War and/or the destruction caused by Hitler during World War II.
Have students research the lives of Mussolini and/or Pol Pot. Have students try to answer the following questions:

How did these leaders interact with other people?
How did their leadership impact their countries?
Could leaders in other countries intervened sooner?
Should other countries get involved in trying to resolve conflict in other nations?

All of these questions would be great topics for discussion and will encourage students to think about leadership in general and the impact leaders have in relation to others.

Have the students examine the following quotation by William George Jordon: "Into the hands of every individual is given a marvelous power for good or evil--the silent, unconscious, unseen influence of his life. This is simply the constant radiation of what man really is, not what he pretends to be."

Discuss this quotation and its ramifications within the context of leadership. This quotation could also be examined in the light of integrity.
Ask students to consider the implications of the second part of the quote: "This is simply the constant radiation of what man really is, not what he pretends to be."

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Core Values

Leadership Development Programs: A Trend for the Future

Leadership Development Programs should include the examination and establishment of core values. Leaders are in positions of authority and should take this responsibility very seriously. Students studying leadership should consider the importance of character development, should examine and establish their own core values, and should examine the characteristics of leaders of the past.

**Integrity**

**Perseverance**

**Personal Responsibility**

**Service**

**Excellence**

**Establishing Priorities**

The following activities are designed (1) to help students think about and examine core values, (2) to encourage students to establish core values and (2) to encourage students to establish positive core values, and (3) to help students examine leaders of the past.

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**Integrity**

Have students write a paper, essay, or journal entry defining integrity.

Lead a discussion on the topic of integrity. Ask students to consider whether or not integrity is important for a leader. Have students state reasons why it is important for leaders to possess integrity and have them consider what can happen if a leader fails to be honest with his followers.

Have students provide examples of both good and bad leaders. Have students list characteristics of both kinds of leaders and then have them write a paper or essay comparing and contrasting two specific leaders.

Have students write an acronym using the word integrity. Have students relate the acronym to the
characteristics of a leader possessing integrity (e.g., The "g" in integrity could stand for "great public speaker" or "good speaker." Students could divide into groups of two or three to work on this exercise.

Have students write a journal entry using the following quote: "Be more concerned with your character than with your reputation. Your character is what you really are while your reputation is merely what others think you are." --John Wooden--

Have students consider why the Air Force has adopted integrity, service before self, and excellence, as its core values.

Have students write a five-paragraph essay using the following quote: "Integrity: an unfaltering devotion to honesty, truthfulness, doing one's duty, and doing what is right."

Have students respond to the following quote: "Into the hands of every individual is given a marvelous power for good or evil--the silent, unconscious, unseen influences of his life. This is simply the constant radiation of what man really is, not what he pretends to be." --William George Jordan--

Have students provide real-life examples of a time when they have had to "stand up for what is right." Have them record their thoughts in a response journal.

Have students answer the following question: Can peer pressure have a negative impact on one's integrity? Have them provide examples.

Have students answer the following question: Was Schindler a man of integrity? Have students view the entire movie Schlinder's List over a period of time or view the movie clip at the end of the film when Schindler frees his Jewish captors.

Have students analyze the following quote from William Shakespeare's Hamlet:

"This above all--To thine own self be true,
And it must follow, as the night the day,
Thou canst not be false to any man."

Have students write a paper, essay, or journal entry using the following definition: "Integrity includes: Keeping commitments, being sincere, being honest in word and deep and expecting the same of others, accepting responsibility for one's actions, being a morally upright person." --Foundations of Air Force Core Values--

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Perseverance

Have students examine the following quotation: "Many things which cannot be overcome when they are taken together, yield themselves up when taken little by little." --Plutarch, Life of Sertorius

After the students have examined the quotation and thought about it for a few moments, lead a discussion on what "perseverance" means and how the term relates to completing a specific task (such as a major homework assignment or classroom project). Encourage the students to focus on what they "can do" and not on what they "can't do."

Have students respond to the following quote: "I have learned that success is to be measured not so much by the positions that one has reached in life, as by the obstacles which one has to overcome while trying to succeed." --Booker T. Washington--

Discuss how procrastination can have a negative impact on completing specific tasks and what steps can be taken to avoid this non-productive behavior. Provide real-life examples to which the students can relate.

Introduce students to the following scenario: You have a major project due by the end of the semester in one of your classes. Ask students to outline their plan of action and make the following suggestions: Instead of becoming overwhelmed by the larger issue of completing the entire project, consider breaking the project into sections that can be completed incrementally. Set short-term goals and monitor your progress. If you have been vigilant, you will have the ability to put the individual sections together, develop smooth transitions, and turn the completed project in on time by the end of the semester.

Stress the fact that students are personally responsible for completing work assignments on time and according to specifications. Encourage the students to develop positive work and study habits.

Personal Responsibility

Have students examine the following quotations by Abraham Lincoln: "Always bear in mind that your own resolution to succeed is more important than any other one thing," and "You cannot help men permanently by doing for them what they could and should do for themselves."

Lead a discussion based on these two definitions. Ask the students to define the term "resolution." Discuss how the term "resolution" and the two definitions can relate to their own lives. Use practical examples.

Ask students to consider the following question: Does a student have to accept personal responsibility for his/her attitude toward learning in order to succeed in school? Have the students answer this question in a journal entry or short paragraph. Students who accept the challenge could write an essay.
Have students examine the following quote by Albert Schweitzer: "Man must cease attributing his problems to his environment and learn again to exercise his will--his personal responsibility." Lead a discussion based on this quotation.

Have students consider three types of problems:

- Problems they cause themselves and can do something about.
- Problems that are caused indirectly by other people (they may or may not have the ability to solve these types of problems.
- Problems they have no control over.

Have the students discuss and categorize the following problems or scenarios, come up with your own examples, or let students use their own imaginations:

- My parents won't let me go to the movies with my friends on Friday night.
- I failed my algebra test this morning.
- My car broke down on my way to school today.
- My best friend betrayed me.
- A hurricane will hit the Florida coastline by early next week.
- I can't stand my geometry teacher.

After the students have discussed and categorized the problem scenarios, discuss how students can solve many of the problems they face by identifying whether or not they should accept personal responsibility for the problem, whether the problem is caused by someone indirectly, or whether the problem is actually out of their control. Regarding the first scenario, have the students consider the problem from their parents' point of view. Did their parents have previous plans? Is there a valid reason why their parents don't want them to go to the movies on Friday night? The last scenario could be approached by discussing the student's attitude toward the teacher and school in general and whether or not he/she can do anything to change that attitude.

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Service

Have students examine the following quote by John F. Kennedy: "And so, my fellow Americans, ask not what your country can do for you; ask what you can do for your country."

After students have examined the quotation and have thought about it for a few moments, lead a discussion on the topic of "service" and have them define the term. Ask the students to conduct research on John F. Kennedy in the library or on the Internet to see if they can discover the message he was trying to convey when he made the statement. Ask for a volunteer to bring in a copy of the speech in its entirety to be examined within its context. Have the students lists practical ways they could serve their country by serving their local community.

Lead a classroom discussion regarding the recent trend of many high schools requiring students to meet community service requirements before receiving their diplomas.

Have students participate in a community service project as a classroom or on an individual basis. Service projects could include: providing flower or candy bouquets to local residents at a nursing home;
volunteering time at a local animal shelter; participating in a community Veteran's Day celebration honoring those who have made the ultimate sacrifice; cleaning a local park or other community recreational facility; or reaching out to a local children's home at Christmas. Stress the fact that students can make a positive difference in their community. Encourage students to serve their community on a group or individual basis.

Have students examine the following Air Force Core Values definition of service:

"Service includes: a) concern for the welfare of others and willingness to act on that concern; b) willingness to act in cooperation with others to accomplish common goals; c) determination to meet our responsibilities regardless of consequence."

Discuss the implications and ramifications of the definition, and ask students to apply the meaning of the definition to their own lives.

Have students examine the following quote by Woodrow Wilson: "There is something better, if possible, that a man can give than his life. That is his living spirit to a service that is not easy, to resist counsels that are hard to resist, to stand against purposes that are difficult to stand against."

Lead a discussion concerning the implications and ramifications of such a statement.

Have students discuss ways they can serve their school or local community in practical ways. Encourage them to think seriously about the topic of service and the impact they can have on their community.

Have students do something special for the principal at their local school, other school personnel (such as cafeteria workers, janitors, bus drivers), or to reach out to someone in their community who is suffering. Encourage them to think of ways that they can make a difference in the school and local community. Encourage them to take action!

Excellence

Lead a discussion on the topic of excellence. Students need to understand the relationship between hard work and success.

Have students write a paper, essay, or journal entry defining excellence.

Have students respond to the following quote: "Excellence is the result of caring more than others think is wise; risking more than others think is safe; dreaming more than others think is practical and expecting more than others think is possible."

Have students study the etymology of the word "excellence" using several dictionaries in the library.
Have students respond to the following quote by Jay Golz: "Perfection is our goal, excellence will be tolerated."

Lead a discussion on the topic of competition. Have student list examples of when competition can be both a good and a bad thing.

Have students discuss the dangers of obsessive, compulsive, and/or perfectionistic behavior. Discuss how these behaviors could diminish the effectiveness of a leader.

Have students respond to the following quote: "Those who take the easy way out take a short-term patching approach to life, leaving tomorrow up for grabs. The reality is that nothing is easy. The path of least resistance is for losers." --Michael LeBoeuf

Have students make a poster or collage on the topic of excellence or any other core value or principle to hang in the classroom. This would be a great idea for a student-designed bulletin board.

Have students respond to the following quote by Booker T. Washington: "Excellence is to do a common thing in an uncommon way."

Have them research Booker T. Washington's life and write a paper or make a short oral presentation to the class.

Have students respond to the following quote: "We are what we repeatedly do, excellence then is not an act, but a habit." --Aristotle--

Have students respond to the following quote: "The best prize life offers is the chance to work hard at work worth doing." --Theodore Roosevelt--

Establishing Priorities

Of course, most teenagers will have no problem understanding the importance of establishing priorities, but they may have difficulty doing so. This section deals with the importance of balancing life's priorities and taking time to have fun. Students need to understand the importance of balancing their social lives with their personal responsibilities. In order to succeed, students need to establish priorities and manage their time effectively.
Establishing Core Values

Discuss the importance of setting priorities, fulfilling obligations and responsibilities, and setting time aside to have fun.

Have students research and provide examples of leaders who have made great sacrifices for others. Discuss what it took for these leaders to accomplish so much during their lifetimes.

Have students provide examples of times when they have or should have given up something they really wanted to do in order to succeed or fulfill another obligation or responsibility. This would be a great topic for a theme paper, an essay, or an entry in a response journal.

Encourage students to find time to be alone so they can reflect on what they are doing with their lives and where they are heading. Encourage them to use this time to think about the future, set goals and priorities, or just relax.

Many students today are busier than ever with school, family, friends, work, and extracurricular activities. Encourage students to take time out of their busy schedules to relax or just have fun.

Have students create a "just-for-fun" bulletin board in the classroom. They can contribute photographs, drawings, magazine photos, articles, or pictures of things they enjoy doing. Make sure that every student participates. The bulletin boards can have a theme (e.g., sports, hobbies) or could express a wide variety of interests.

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The following resources may provide helpful information to educators or others interested in leadership studies. Additional resources will be included in the future, and this site will be maintained and updated on a continual basis.

The resources have been divided into the following three categories:

**Existing Leadership Development Programs**
**Online Resources**
**Text Resources**

The resources are designed to (1) provide information about existing leadership development programs currently in use throughout the nation, (2) provide links to sites that provide additional information on the topic of leadership in general, and (3) provide a list of text-based resources for further investigation.

**Existing Leadership Development Programs**

- Phi Theta Kappa Leadership Development Program
- University of Tennessee: Leadership Studies
- Washington State University: Minor in Leadership Studies
Phi Theta Kappa Leadership Development Program: An Overview

A community college leadership development program, designed to build and equip the next generation of America's leadership at the grassroots community level, now exists! Designed, tested and developed by Phi Theta Kappa, the international honor society for community, technical and junior colleges, the program is being offered to students and community groups in 283 communities across the nation, Canada, and the British Virgin Islands. It provides emerging and existing leaders the opportunity to explore the concept of leadership and to develop and improve their leadership skills. And what more logical institution than the community college to develop local leaders capable of taking America's communities into the next millennium! Often referred to as "the people's colleges," community colleges, in mission and practice, are closely connected to their communities--to civic and service groups, to local government, health and human resource agencies, to schools, to religious groups, to the business and private sector and to labor groups. Over ten million students, both traditional college students and adult learners, attend the nation's 1,100 public and private community colleges. These community-based institutions are well-positioned and well-suited to provide their students and community organizations with opportunities to improve their skills and abilities as both leaders and participants in the leadership process. Community colleges possess the capacity and community links to become primary leadership training and education resources for their communities. The Phi Theta kappa Leadership Development Program offers them the means towards achieving that goal.

Program Components:

- Course Curriculum
- Faculty Certification Seminars
- The Leader newsletter and other promotional and informational pieces
- A certificate of leadership program
- Evaluation
- Ongoing technical support

Course Objectives:

Phi Theta Kappa Leadership Development Studies is designed to enable students to:

- Develop a fundamental understanding of leadership and the skills manifested by effective leaders
- Identify their personal leadership orientation and philosophy
- Demonstrate effective techniques and strategies for articulating a vision
- Demonstrate an understanding of the steps involved in setting goals
- Demonstrate comprehension of the elements and processes involved in decision making
- Describe the link between effective time management and effective leadership
- Identify the elements of effective team building
- Discuss the roles of empowering and delegating as effective leadership skills
- Discuss the role of a leader in initiating change and helping others to adjust to change
- Describe the various types of conflict and discuss the role the leader can play in managing conflict
- Discuss the complexities inherent in ethical leadership
- Define and evaluate the servant-leader's role in leadership
- Develop their personal leadership ability
The Phi Theta Kappa Leadership Development Program is designed to provide emerging and existing leaders the opportunity to explore the concept of leadership and to develop and improve their leadership skills. The course integrates readings from the humanities, experiential exercises, films, and contemporary readings on leadership.

**Phi Theta Kappa leadership Development Studies Overview:**

- The foundation of the Phi Theta Kappa Leadership Development Studies is the observations and study of great leaders to enhance the fundamental understanding of the concept of leadership and to foster the development of leadership skills manifest by effective leaders. A unique aspect of the course is the integration of writings from The Great Books, a source of leadership wisdom from the humanities which has been overlooked by most scholars. These carefully selected excerpts, as well as excerpts from more contemporary writings, speeches, and biographies, are presented in the Classic Case section of each Unit.

- The Classic Cases, as presented in the Phi Theta Kappa Leadership Development Studies, offer an extraordinary opportunity to participate in a meaningful inquiry into the nature of leadership. Some of the cases present leaders in context; revealing their qualities and examining their courses of action. Other cases go beyond illustrations and models to look at perennially important issues of leadership from a more theoretical perspective. Not only do these historical and philosophical works constitute a body of collective wisdom, but they also provide rich insight into the complex concept of leadership.

- The use of film is a powerful teaching and learning tool. The Phi Theta Kappa Leadership Development Studies utilizes films to enhance the study of leadership. The films provide an excellent opportunity to focus on and examine the specific leadership skill featured in an Unit. They also provide substance for discussion of the concept of leadership and skills featured in other units.

- The Phi Theta Kappa Leadership Development Studies engages a variety of exercises to promote experiential learning. This learning which occurs when a person participates in an activity, reviews the activity critically, abstracts useful insight from the analysis, and puts the results to work. Experiential learning is particularly effective because of its immediacy and its personal impact. Each Unit contains at least one exercise to facilitate experiential learning.

- In addition to the Classic Cases, films, exercises, there are nearly forty compelling and thought provoking readings on leadership. These carefully selected readings enhance the understanding of leadership and the skills addressed in the Phi Theta Kappa Leadership Development Studies.

- This course of study is provided in a readily accessible manner by two-year colleges in the United States, Canada, and the British Virgin Islands. Through its intellectual content and hands-on process, the Phi Theta Kappa Leadership Development Studies provides emerging and existing leaders the opportunity to explore the concept of leadership and to develop and improve their leadership skills. The course specifically targets: Community college students, both part-time and full-time for-credit students who, as associate degree candidates, constitute a likely core of potential community leaders. Adult community members, who aspire to leadership roles or are already in them, but lack formal exposure to leadership education or related skills development and would welcome non-credit, skill-based adult education classes.

For more information concerning the Phi Theta Kappa Leadership Development Program, please contact:

Tammy Harvey, Leadership Administrative Assistant (International Headquarters)
Center for Excellence
Mississippi Education and Research Center
1625 Eastover Drive
University of Tennessee: Leadership Studies

The Leadership Studies Unit at the University of Tennessee focuses on the preparation and development of administrative and instructional leaders who will serve in diverse settings of schools and colleges, community and human service agencies, adult and continuing education organizations, and educational units of government and corporate organizations.

Leadership Studies Academic Programs

- M.S. in College Student Personnel
- M.S. in Educational Administration and Supervision
- Ed.S. in Educational Administration and Supervision
- Ed.D. in Education Administration and Supervision
- Ed.D. in Higher Education
- Ph.D. in Education with a concentration in Leadership Studies in Education (Education Administration and Supervision)
- Ph.D. in Education with a concentration in Leadership Studies in Education (Higher Education)

For more information concerning the programs offered at the University of Tennessee, please contact:

Dr. Jeff Aper
University of Tennessee, Knoxville
Washington State University:  
Interdisciplinary Minor in Leadership Studies  

Objectives for the Minor in Leadership Studies  

The Leadership Studies Minor at Washington State University will:  

- Acknowledge, endorse, and encourage the improvement of the various leadership development activities and courses offered by numerous academic departments and the Division of Student Affairs.  

- Consolidate the delivery of the core courses for leadership studies into one academic department.  

- Coordinate the administrative tasks of the minor into one academic department.  

- Utilize the expertise of the faculty and graduate students in the Department of Educational Leadership and Counseling Psychology in the core courses, while at the same time providing the faculty and graduate students with a hands-on "leadership studies library" experience and research opportunity.  

- Provide students with classroom experiences which expose them to leadership theories, the history of leadership, leadership skills, leadership styles, critical thinking, creative problem solving, individual behavior, organizational behavior, motivation, conflict management, negotiation, management theories, communication skills, and other related topics.
• Coordinate supportive out-of-class leadership experiences with Student Affairs departments and the Service Learning Center which allow students to practice and reflect upon what they have learned both in and out of the classroom setting.

• Facilitate the integration of the knowledge students have gained in their major area with their leadership activities.

• Expand students' understanding of pressing societal issues and expose them to opportunities for involvement in community service.

There are a number of important areas of focus in the study of leadership. These include, but are not necessarily limited to: leadership theory; leadership skills; leaders; leadership and management; leadership and society; and communication skills. David Kolb, in his book Experiential Learning: Experience as the Source of Learning and Development, describes a cyclical model of learning which includes opportunities for concrete experience, reflective observation, abstract conceptualization and active experimentation through continued experience (Kolb, 1984). The Minor in Leadership Studies is designed to expose students to the areas of focus through a curriculum which combines classroom instruction with "real world" leadership experiences, which conform to Kolb's experiential learning model.

Expected Student Outcomes

Students who complete the requirements for the Minor in Leadership Studies should be able to:

• Think critically and creatively and communicate effectively about leadership problems, theory, and practices.

• Serve in a variety of situations as effective followers and leaders, holding leaders accountable and being held accountable by others.

• Research a problem or issue, formulate a problem statement, and develop a reasoned, creative, written proposal to address the problem or issue.

• Work effectively with a project team, providing vision and inspiring commitment and trust.

• Frame societal problems and issues in a leadership context integrated with the specialized knowledge acquired through study in an academic major.

• Continue to develop as leaders through ongoing student and practice.

For more information concerning the programs offered at the Washington State University, please contact:

Dr. Jean M. Henscheid  
Lighty 260  
PO Box 641064  
Pullman WA 99164-1064  
(509) 335-6000  
Email: henschj@mail.wsu.edu

Charles Nies  
Department of Educational Leadership and Counseling Psychology  
PO Box 642136  
Pullman WA 99164-2136  
(509) 335-4702  
Email: nies@wsu.edu
Online Resources

The following sites provide information on leadership studies, leadership development programs, and/or possible guest speakers:

Canadian Association of Student Activity Advisors (CASAA)
http://www.sentex.net/~casaa/links/index.html

Center for Creative Leadership
http://www.ccl.org/

Cornell College
http://www.cornell-iowa.edu/administration/president/leadership.html

Donna Strickland
http://www.donnastrickland.com

Jepson School of Leadership Studies
http://www.richmond.edu/~jepson/lssp.htm

Leadershape
http://www.leadershape.org/

Leadership Incorporated
http://www.leadership.com/index.htm#programs

Leadership Studies Web
a href=http://www.Colorado.EDU/SLI/LSJ/

National Archives and Records Administration
a href=http://www.nara.gov/nara/welcome.html
Text Resources


Covey, S. R. (1989). *The seven habits of highly effective people: Restoring the character ethic.* Franklin Covey Co.


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Educators can use quotations in a variety of ways to encourage their students to think about certain topics. Why not use quotations to encourage students to think about leadership? Quotations can be used as motivational tools and can inspire young people to set high goals, strive for excellence, and think about leadership. Consider the following ways quotations can be used in the classroom setting:

- Introduction to a lesson plan or unit
- Basis for a classroom discussion
- Topic for a theme paper: e.g., "What does integrity mean to you?" "Define Integrity."
- Topic for a journal entry
- Display on a classroom wall
- Quote for the day or week (written on the blackboard)
- Topic of debate: e.g., "What kind of qualities should leaders possess?"

**Leadership**

**Integrity**

**Goals**

**Perseverance**

**Excellence**

**Service**

**Courage**

**Vision**

**Commitment**

**Purpose**

**Tenacity**

**Competence**

**Passion**

**Flexibility**

**Personal Responsibility**

**Education**

**General**

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**Leadership**

"Each of us contains the capacity for leadership." --Warren Bennis, *On Becoming a Leader*

"The art of influencing and directing people in a way that will win their obedience, confidence, respect, and loyal cooperation in achieving a common objective." --The Air Force Definition of Leadership

"No man will make a great leader who wants to do it all himself, or to get all the credit for doing it." --Andrew Carnegie

"Outstanding leaders appeal to the hearts of their followers, not their minds." --Anonymous

"Think about leadership, observe leaders in action, study leadership, and practice leadership. You will be the leaders of tomorrow."
"The moment you stop learning, you stop leading." --Rick Warren

"[The] responsibilities of a leader are sometimes and suddenly thrust upon the follower who must be properly trained and equipped to seize the opportunity to succeed." --US Marine Corp

"A true leader has the confidence to stand alone, the courage to make tough decisions, and the compassion to listen to the needs of others. He does not set out to be a leader, but becomes one by the quality of his actions and the integrity of his intent. In the end, leaders are much like eagles... they don't flock, you find them one at a time."

"Leadership is the capacity to translate vision into reality." --Warren G. Bennis

"Leadership appears to be the art of getting others to want to do something that you are convinced should be done." --Vance Packard

"Maintaining the status quo breeds mediocrity." --Kouzes and Posner

"Leadership requires changing the "business-as-usual" environment. --Joe J. Sparagna, Vice-President, Elsin Corporation

"Leadership is not wielding authority--it's empowering people." --Becky Brodin

"It is the leader's job (responsibility) to invent or stimulate others to invent a range of alternative visions from which the most desirable can be chosen." --Burt Nanus

"Never tell people how to do things. Tell them what to do and they will surprise you with their ingenuity." --George S. Patton, Jr.

"Leadership development is a lifetime journey--not a brief trip." --John Maxwell

"Leadership: the art of getting someone else to do something you want done because he wants to do it." --Dwight D. Eisenhower

"Full, free self-expression is the essence of leadership." --Warren Bennis

"Nothing great will ever be achieved without great men, and men are great only if they are determined to be so." --Charles De Gaulle

"Good ideas enter the mind through the ears not the mouth." --Kouzes and Posner

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**Integrity**

"This above all--To thine own self be true, And it must follow, as the night the day, Thou canst not then be false to any man." --William Shakespeare *Hamlet*

"Every great institution is the lengthened shadow of a single man. His character determines the character of his organization." --Ralph Waldo Emerson

"Know thyself." --Oracle at Delphi

"If a leader demonstrates competency, genuine concern for others, and admirable character, people will follow." --T. Richard Chase

"I hope I shall always possess firmness and virtue enough to maintain what I consider the most enviable of all titles, the character of an honest man." --George Washington

"To know what is right and not to do it is the worst cowardice." --Confucius

"Be more concerned with your character than with your reputation. Your character is what you really are while your reputation is merely what others think you are." --John Wooden

"Integrity is the cornerstone for building trust."

"He who permits himself to tell a lie once, finds it much easier to do it a second time." --Thomas Jefferson

"Stand up for what is right."

"Integrity includes: keeping commitments, being sincere, being honest in word and deed and expecting the same of others, accepting responsibility for one's actions, [and] being a morally upright person." --Foundations for Quality: Air Force Core Values

"Truth is a common thread running through the meanings of integrity. Without truth there can be no integrity."

"Integrity: an unflattering devotion to honesty, truthfulness, doing one's duty, and doing what is right."

"Integrity demands of each individual a willingness to subordinate personal desires to doing our duty."

"The soul is dyed the color of its thoughts. Think only on those things that are in line with your principles and can bear the full light of day. The content of your character is your choice. Day by day, what you choose, what you think, and what you do is who you become. Your integrity is your destiny... it is the light that guides your way." --Heraclitus Greek Poet, Philosopher
"Those who preserve their integrity remain unshaken by the storms of daily life. They do not stir like leaves on a tree or follow the herd where it runs. In their mind remains the ideal attitude and conduct of living. This is not something given to them by others. It is their roots... it is a strength that exists deep within them." --Anonymous Native American

"Always do more than what is required of you." --George S. Patton, Jr.

"Successful is the person who has lived well, laughed often and loved much, who has gained the respect of children, who leaves the world better than they found it, who has never lacked appreciation for the earth's beauty, who never fails to look for the best in others or give the best of themselves."

"Integrity is one of several paths, it distinguishes itself from the others because it is the right path, and the only one upon which you will never get lost."

"A true leader has the confidence to stand alone, the courage to make tough decisions, and the compassion to listen to the needs of others. He does not set out to be a leader, but becomes one by the quality of his actions and the integrity of his intent. In the end, leaders are much like eagles... they don't flock, you find them one at a time."

"To be persuasive we must be believable; to be believable we must be credible; to be credible, we must be truthful." --Edward R. Murrow

Goals

"Goals are dreams with deadlines." --Diana Scarf Hunt

"If you really know what things you want out of life, it's amazing how opportunities will come to enable you to carry them out." --John M. Goddard

"The most important thing about having goals is having one." --Geoffrey F. Abert

"We must walk consciously only part way toward our goal, and then leap in the dark to our success." --Henry David Thoreau

"Goals are not only absolutely necessary to motivate us. They are essential to really keep us alive." --Robert H. Schuller

"Organizing is what you do before you do something, so that when you do it, it's not all mixed up." --Christopher Robin in Milne's Winnie the Pooh

"Set positive goals and reasonable expectations. " --Steve Strasser
"Goals that are not written down are just wishes." --Anonymous

"The man who goes farthest is generally the one who is willing to do and dare. The sure-thing boat never gets far from the shore." --Dale Carnegie

"When you determine what you want, you have made the most important decision in your life. You have to know what you want in order to attain it." --Douglas Lurtan

"Slight not what's near, while aiming at what's far." --Euripides

"Create mental pictures of your goals, then work to make those pictures become realities." --Anonymous

"There is no achievement without goals." --Robert J. McKain

"Nothing can add more power to your life than concentrating all of your energies on a limited set of targets." --Nido Qubein

"Setting your own goals and striving to achieve them is a major step toward personal freedom and a meaningful life. . . . Your goals must be set by you and not someone else." --Michael LeBoeuf

"No one can predict to what heights you can soar, even you will not know until you spread your wings." --Anonymous

"Success is the progressive realization of a worthy goal or ideal." --Earl Nightingale

"The bravest are surely those who have the clearest vision of what is before them, glory and danger alike, and yet notwithstanding, go out to meet it." --Thucydides

"When we are motivated by goals that have deep meaning, by dreams that need completion, by pure love that needs expressing, then we truly live life." --Greg Anderson

"Whoever wants to reach a distant goal must take many small steps." --Helmut Schmidt

"People with goals succeed because they know where they are going." --Earl Nightingale

"In whatever position you find yourself determine first your objective." --Marshal Ferdinand Foch

"You, too, can determine what you want. You can decide on your major objectives, targets, aims, and destination." --W. Clement Stone

"It takes a person with a mission to succeed." --Clarence Thomas
Perseverance

"When you come to the end of your rope, tie a knot and hang on." --Franklin D. Roosevelt

"In the middle of difficulty lies opportunity." --Albert Einstein

"A strenuous soul hates cheap success. Difficulties exist to be surmounted. The great heart will no more complain of the obstruction that makes success hard, than the iron walls of the gun which hinders the shot from scattering. It was walled round with iron tubes with that purpose, to give it irresistible force in one direction." --Emerson

"Failure is the opportunity to begin more intelligently." --Henry Ford

"Far better it is to dare mighty things to win glorious triumphs, even though checkered by failure, than to take rank with those poor spirits who neither enjoy much nor suffer much, because they live in the gray twilight that knows neither victory nor defeat." --T.R. Roosevelt

"There is nothing impossible in all the world except that the heart of man is wanting in resolution." --Confucius

"Hard work and persistence." Dale Carnegie articulated the principle. "Patience and perseverance," he said, "will accomplish more in this world than a brilliant dash. Remember that when something goes wrong. Don't let anything discourage you," he wrote. "Keep on. Never give up. That [has] been the policy of most [people] who have succeeded. Of course, discouragement will come. The important thing to do is to surmount it. If you can do that, the world [will be] yours."

"Either I will find a way, or I will make one." --Sir Philip Sidney

"Many things which cannot be overcome when they are taken together, yield themselves up when taken little by little." --Plutarch, Life of Sertorius

"Great works are performed not by strength, but by perseverance." --Samuel Johnson

"The harder you work, the harder it is to surrender." --Vince Lombardi

"Failure is the opportunity to begin more intelligently." --Henry Ford

"Those who are victorious plan effectively and change decisively. They are like a great river that maintains its course but adjusts its flow.... They have form but are formless. They are skilled in both planning and adapting and need not fear the result of a thousand battles; for they win in advance, defeating those [who] have already lost." --Sun Tzu Chinese Warrior, Philosopher 100 BC
"Football is like life—it requires perseverance, self-denial, hard work, sacrifice, dedication, and respect for authority." --Vince Lombardi

"The power to shape the future is earned through persistence. No other quality is as essential to success. It is the sandpaper that breaks down all resistance and sweeps away all obstacles. It is the ability to move mountains one grain of sand at a time."

"In the confrontation between the stream and the rock, the stream always wins . . . not through strength, but through persistence."

"Every obstacle is a stepping stone to your success."

"Any journey in life worth pursuing will be difficult. Never underestimate the power of persistence." --Catherine Fisher

"Excellence is the result of caring more than others think is wise; risking more than others think is safe. Dreaming more than others think is practical and expecting more than others think is possible."

"Perfection is our goal, excellence will be tolerated." --Jay Goltz

"Those who take the easy way out take a short-term patching approach to life, leaving tomorrow up for grabs. The reality is that nothing is easy. The path of least resistance is for losers." --Michael LeBoeuf

"If you want to make an easy job seem mighty hard, just keep putting off doing it." --Olin Miller

"With regard to excellence, it is not enough to know, but we must try to have and use it." --Aristotle

"Excellence is to do a common thing in an uncommon way." --Booker T. Washington

"We are what we repeatedly do, excellence then is not an act, but a habit." --Aristotle

"There is no higher religion than human service. To work for common good is the greatest creed." --Albert Schweitzer

"Service is love made visible." --Unknown
"Make service your first priority, not success, and success will follow." --Anonymous

"Do something for somebody every day for which you do not get paid." --Albert Schweitzer

"And so, my fellow Americans, ask not what your country can do for you; ask what you can do for your country." --John F. Kennedy

"The high destiny of the individual is to serve rather than to rule." --Albert Einstein

"There is something better, if possible, that a man can give than his life. That is his living spirit to a service that is not easy, to resist counsels that are hard to resist, to stand against purposes that are difficult to stand against." --Woodrow Wilson

"My place in history will depend on what I can do for the people and not what the people can do for me." --William Jennings Bryan

"The vocation of every man and woman is to serve other people." --Unknown

"The service we render to others is really the rent we pay for our room on this earth. It is obvious that man is himself a traveler; that the purpose of this world is not to 'have and to hold' but to 'give and to serve.'" --Wilfred T. Grenfield

"Service includes: a) concern for the welfare of others and willingness to act on that concern; b) willingness to act in cooperation with others to accomplish common goals; c) determination to meet our responsibilities regardless of consequence." --Air Force Core Values

"I know of no more encouraging fact than the unquestionable ability of man to elevate his life by a conscious endeavor." --Henry David Thoreau

"Courage is often divided into two aspects: physical and moral. Physical courage places oneself and others in harm's way when appropriate. Moral courage is acting in ways you know are right in the face of mounting pressure to do otherwise." --Foundation for Quality: Air Force Core Values

"Moral courage is allied with the other traits that make up character: honesty, deep seriousness, a firm sense of principle, candor, and resolution." --Profiles in Courage

"Far better it is to dare mighty things to win glorious triumphs, even though checkered by failure, than to take rank with those poor spirits who neither enjoy much nor suffer much, because they live in the gray twilight that knows neither victory nor defeat." --T.R. Roosevelt

"Courage is strength of moral character."
"Without courage, all other virtues lose their meaning." --Winston Churchill

"We must be courageous but also reasonable. The world admires us for walking a tightrope without falling off. It asks us to keep our balance." --Lech Walesa

"Courage is that virtue which champions the cause of right." --Cicero

"I thank God for my handicaps; for through them, I have found myself, my work and my God." --Helen Keller

"Courage consists not in hazarding without fear, but being resolutely minded in a just cause." --Plutarch

"In great attempts it is glorious even to fail." --Vince Lombardi

"All our dreams can come true--if we have the courage to pursue them." --Walt Disney

"Courage includes: assertiveness, decisiveness, initiative, positive attitude, living one's convictions." --Air Force Values Curriculum

"A true leader has the confidence to stand alone, the courage to make tough decisions, and the compassion to listen to the needs of others. He does not set out to be a leader, but becomes one by the quality of his actions and the integrity of his intent. In the end, leaders are much like eagles... they don't flock, you find them one at a time."

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**Vision**

"The most pathetic person in the world is someone who has sight but has no vision." --Helen Keller

"Vision is the art of seeing things invisible." --Jonathan Swift

"What we can easily see is only a small percentage of what is possible. Imagination is having the vision to see what is just below the surface; to picture that which is essential, but invisible to the eye."

"Only he who can see the invisible can do the impossible." --Anonymous

"The essence of leadership is a vision you articulate clearly and forcefully on every occasion. You can't blow an uncertain trumpet." --Theodore Hesburgh

"Cherish your visions and your dreams as they are the children of your soul; the blue prints of your ultimate achievements." --Napoleon Hill
"If one advances confidently in the direction of his dreams and endeavors to live the life which he has imagined, he will meet with a success unexpected in common hours."

"Cherish your visions, your ideals, the music that stirs in your heart. If you remain true to them, your world will at last be built." --James Allen

"Far away there in the sunshine are my highest aspirations. I may not reach them but I can look up and see their beauty, believe in them and try to follow where they lead."

"It is the leader's job (responsibility) to invent or stimulate others to invent a range of alternative visions from which the most desirable can be chosen." --Burt Nanus

"I like thinking about the future because that's where I expect to live the rest of my life." --Warren Bennis, *On Becoming a Leader* (A Student of Warren Bennis)

"We all have possibilities we don't know about. We can do things we don't even dream we can do." --Dale Carnegie

"It's time to start living the life we've imagined." --Henry James

"It's an unjust world, and there are no guarantees that you will make it if you try. However, one thing is certain: You won't make it if you don't try." --Michael LeBouef

"Your work is to discover your work, and then with all your heart, to give yourself to it." --Buddha

"You must be single-minded. Drive for the one thing on which you have decided." --George S. Patton, Jr.

"Devoting a little of yourself to everything means committing a great deal of yourself to nothing. ... Why scatter your efforts like buckshot when you can concentrate them and be a big gun?" --Michael LeBouef

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**Commitment**

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**Purpose**
"Clarity of purpose exposes the foundation of the inner heart." --Anonymous

"The secret of success is constancy of purpose." --Benjamin Disraeli

"Great minds have purposes, others have dreams." --Washington Irving

"The only true happiness comes from squandering ourselves for a purpose." --John Mason Brown

"A life without cause is a life without effect." --Anonymous

"It concerns us to know the purposes we seek in life, for then, like archers aiming at a definite mark, we shall be more likely to attain what we want." --Aristotle

"Many persons have a wrong idea of what constitutes true happiness. It is not attained through self-gratification, but through fidelity to a worthy purpose." --Helen Keller

"To have no set purpose in one's life is the harlotry of the will." --Stephen MacKenna

"Continuity of purpose is one of the most essential ingredients of happiness in the long run, and for most men this comes chiefly through their work." --Bertrand Russell

"The purpose of life is a life of purpose." --Robert Byrne

"Above all of single aim: Have a legitimate and useful purpose, and devote yourself unreservedly to it." --Anonymous

"Without a purpose nothing should be done." --Marcus Aurelius

"Lack of something to feel important about is almost the greatest tragedy a man may have." --Charles C. Nobel

"Singleness of purpose is one of the chief essentials for success in life, no matter what may be one's aim." --John D. Rockefeller

"There is no happiness except in the realization that we have accomplished something." --Henry Ford

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Tenacity

"Tenacity is that value which causes us to hold to the chosen course despite challenges or difficulties, to see a thing through." --Foundations for Quality: Air Force Core Values
"I do not know anyone who has go or gotten to the top without hard work. That is the recipe." --Margaret Thatcher

"The block of granite which is an obstacle in the pathway of the weak, becomes a stepping-stone in the pathway of the strong." --Thomas Carlyle

"Either I will find a way, or I will make one." --Sir Philip Sidney

"Determine to be something in the world, and you will be something. 'I cannot,' never accomplished anything; 'I will try,' has wrought wonders." --Joel Hawes

"Failure is the opportunity to begin more intelligently." --Henry Ford

"Tentative efforts lead to tentative outcomes. Therefore give yourself fully to your endeavors. Decide to construct your character through excellent actions and determine to pay the price of a worthy goal. The trials you encounter will introduce you to your strengths. Remain steadfast . . . and one day you will build something that endures; something worthy of your potential." --Epictetus, Roman Teacher, Philosopher 55-135 AD

"The sea is dangerous and its storms terrible, but these obstacles have never been sufficient reason to remain ashore . . . Unlike the mediocre, intrepid spirits seek victory over those things that seem impossible. . . It is with an iron will that they embark on the most daring of all endeavors . . . to meet the shadowy future without fear and conquer the unknown." --Ferdinand Magellan, Explorer (c 1520)

"Every obstacle is a stepping-stone to your success."

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Competence

"There is no substitute for competence."

"For all your days prepare, and meet them all alike: When you are the anvil, bear- When you are the hammer, strike." --Edwin Markham

"Competence is the quality of possessing the skill, knowledge, and experience to perform a task." --Foundation for Quality: Air Force Core Values

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Passion

"If passion drives you, let reason hold the reigns." --Benjamin Franklin

Flexibility

"We must adjust to an ever changing road . . . while holding onto our unchanging principles."

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**Personal Responsibility**

"Always bear in mind that your own resolution to succeed is more important than any other one thing." --Abraham Lincoln

"It seems to me shallow and arrogant for any man in these times to claim he is completely self-made, that he owes all his success to his own unaided efforts. Many hands and hearts and minds generally contribute to anyone’s notable achievements." --Walt Disney

"You cannot help men permanently by doing for them what they could and should do for themselves." --Abraham Lincoln

"Man must cease attributing his problems to his environment and learn again to exercise his will--his personal responsibility." --Albert Schweitzer

"There is no use whatever trying to help people who do not help themselves. You cannot push anyone up the ladder unless he is willing to climb himself." --Andrew Carnegie

"A man is the origin of his actions." --Aristotle

"The price of greatness is responsibility." --Winston Churchill

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**Education**

"All of us have two educations: one which we receive from others; another, and the most valuable, which we give ourselves." --John Randolph

"Children are the messages we will send to a time we will never see." --Neil Postman

"The man who doesn't read good books has no advantage over the man who can't read them." --Mark Twain

"Achievement consists of never giving up. ... If there is no dark and dogged will, there will be no shining accomplishment; if there is no dull and determined effort, there will be no brilliant achievement." --Hsun Tsu (Chinese Philosopher)

"If a man empties his purse into his head, no man can take it away from him. An investment in knowledge always pays the best interest." --Benjamin Franklin
"Instruction begins when you, the teacher, learn from the learner, put yourself in his place so that you may understand what he is learning and the way he understands it." --Soen Kierkegaard

"Education is not filling a bucket, but lighting a fire." --William B. Yeats

"Education makes people easy to lead, but difficult to drive; easy to govern, but impossible to enslave." --Henry Brook Adams

"The function of education is to teach one to think intensively and to think critically. Intelligence plus character--that is the goal of true education." --Martin Luther King Jr.

"The educated differ from the uneducated as much as the living from the dead." --Aristotle

"Philosophy begins with wonder." --Socrates

"The love of nurturing and observing growth in others is essential to sustaining a life of teaching. This implies that no matter what you teacher how you present yourselves to your students, you have to be on the learner's side and to believe that they can and will grow during the time that you are together." --Herbert Kohl

"Education must bring the practice as nearly as possible to the theory." --Horace Mann

"I believe the impulse to teach is fundamentally altruistic and represents a desire to share what you value and to empower others. I am not talking about the job of teaching so much as the calling to teach. Most teachers I know have felt that calling at some time in their life." --Herbert Kohl

"Those who educate children well are more to be honored than they who produce them; for these only gave them life, those the art of living well." --Aristotle

"The best prize life offers is the chance to work hard at work worth doing." --Theodore Roosevelt

"The passion to teach is far more basic and primitive than the passion to learn." --Eric Hoffer

"My son, Wind Wolf, is not an empty glass coming into your class to be filled. He is a full basket coming into a different environment and society with something special to share. Please let him share his knowledge, heritage, and culture with you and his peers." --Robert Lake

"Teaching about religion is not the same as teaching someone to be religious. In our multicultural, multiethnic society, understanding another person's faith will foster tolerance and harmony, a goal common to all religions." --Margaret Bartley

"Art is humanity's most essential, most universal language. It is not a frill, but a necessary part of
"Kids may do poorly in school not simply because they aren't motivated to study or because they lack ability, but because they are intent on maintaining their standing in a crowd that regards academic achievement as uncool." --B. Bradford Brown

"I have come to a frightening conclusion. As a teacher I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations it is my response that decides whether a crisis will be escalated or de-escalated, a child humanized or dehumanized." --Haim Ginott

"Only three things are important to the teacher: First, to have command of your subject; Second, to know how to motivate the different ethnic groups we have in this country in order to preserve the unit--because the unit, or team, will give you success; And last, to understand your kids and keep a good relationship with them. A good relationship will be a giant step toward success." --Jaime Escalante

"Understand and be confident that each of us can make a difference by caring and acting in small as well as big ways." --Marian Wright Edelman

"America is losing sight of its children. In decisions made every day we are placing them at the bottom of the agenda, with grave consequences for the future of the nation." --Ernest Boyer

"If you heap upon the school all of the problems that the family, the church, the political system, and the economy cannot solve, the school becomes a kind of well-financed garbage dump, from which very little can be expected except the unsweet odor of failure." --Neil Postman

"You have not done enough, you have never done enough, as long as it is still possible that you have something of value to contribute." --Dag Hammarskjold

"When teachers come to regard themselves as persons of key importance in the society, they will retain much longer than at present something of the respect in which the young should naturally hold them." --J. Glenn Gray

"I ask for philosophy from my union and it gives me politics, partisanship and public relations. Teachers learn to be pragmatists or they don't survive. Underneath their veneer of practicality, they are dreamers. Truck drivers and longshoremen might not need a philosophical guiding light from their union leaders, but teachers do. Teachers yearn for commitment, for caring and for conscience." --Susan Obanian

"Education must not any longer be confined to the young. The young must not look forward to its completion; the old must not look back on it as an accompaniment of immaturity. For all people, education must be made to seem a requirement of human life as long as that endures." --Isaac Asimov

"The great aim of education is not knowledge but action." --Herbert Spencer

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General

"Life is a grindstone, whether it grinds a man down or polishes him up depends on what he is made of." --Proverb

"On the one hand, we're a society that seems proud of individuality. On the other hand, we don't really tolerate real individuality. We want to homogenize it." --Norman Lear

"I don't know what I think until I read what it said." --Faulkner

"What you are speaks so loudly I cannot hear what you say." --Emerson

"Talent is one thing, while its triumphant expression is another." --John Gardner

"Be an original, not a copy." --unknown

"Develop success from failures. Discouragement and failure are two of the surest stepping stones to success." --Dale Carnegie

"Treat inevitable disappointments as learning opportunities." --Kouzes and Posner

"The beginning is half of your action." --Ancient Greek Proverb

"Failure to prepare is preparing to fail." --John Wooden

"Even a mistake may turn out to be the one thing necessary to a worthwhile achievement." --Henry Ford

"I have learned that success is to be measured not so much by the position that one has reached in life, as by the obstacles which one has to overcome while trying to succeed." --Booker T. Washington

"If everyone is thinking alike then somebody isn't thinking." --George S. Patton, Jr.

"Personally, I'm always ready to learn, although I do not always like being taught." --Winston Churchill

"Success is peace of mind in knowing you did your best." --John Wooden

"Into the hands of every individual is given a marvelous power for good or evil--the silent, unconscious, unseen influences of his life. This is simply the constant radiation of what man really is, not what he pretends to be." --William George Jordan
Thank you for visiting this website!

Your comments and suggestions are welcome. If you have ideas or activities regarding any of the skill development categories that you would like to see posted at this website, feel free to contact me. I would especially be interested in hearing from educators who are currently teaching leadership concepts to students or who are interested in the development of leadership development programs that could be implemented on the high school level. I would be open to constructive criticism as well.

Contributors will be acknowledged when ideas or activities are submitted. I will include your name along with the idea or activity, the school where you currently teach (if you are an educator), and any other information that could assist in the development of leadership development programs.

I would appreciate the submission of ideas and/or activities for the following categories:

**Leadership Skills**
- Setting Goals
- Managing Time
- Working as a Team
- Creating a Vision
- Resolving Conflict

**Communication Skills**
- Writing
- Speaking
- Listening

**Interpersonal Skills**
- Activities
- Defining Leadership

**Establishment of Core Values**
- Integrity
- Perseverance
- Personal Responsibility
- Service
- Excellence
- Establishing Priorities

Additional skill development categories could be added if enough ideas and activities are submitted. I plan to maintain and develop this site on a regular basis. Additional ideas, activities, and leadership development programs will be added in the future.

Please email me at cmfisher@utk.edu.

I look forward to hearing from you!
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Last Updated: April 29, 1999
Catherine Marie Fisher is an English major at the University of Tennessee minoring in secondary education. During the fall semester, 1998, she was admitted as a master's degree candidate to the Teacher Education Program in the College of Education. Her goal is to teach English on the high school or community college level once she completes her internship.

Catherine received her Associate of Science Degree, Summa Cum Laude, from Walters State Community College (WSCC) in 1996 and transferred to the University of Tennessee as a Tennessee Scholar. The creation of this web site is a direct result of her enrollment in the Tennessee Scholars Program. Each student is required to complete a senior honors project before graduation. For her senior honors project, Catherine decided to pursue her interest in leadership studies and technical communication by creating a web site that could be used as a resource for educators interested in leadership development programs.

Catherine first became interested in leadership studies when she enrolled in Phi Theta Kappa's Leadership Development Program taught by Dr. Jack E. Campbell, President of WSCC. Highly motivated by the course, she began to research leadership development programs and read extensively on the subject. She would like to assist in the creation of a leadership development program that could be implemented on the high school level or incorporated into the existing curriculum. She believes strongly that teaching leadership skills on the collegiate level is far too late and that educators should begin teaching leadership skills at an earlier age. According to Catherine, "Leadership development programs should be well-rounded. They should not only include the historical development of leadership studies and the examination of great leaders but the development of leadership skills, communication skills, interpersonal skills, and the establishment of core values."

Scholarships received by Catherine include WSCC's Gallery Scholarship, UTK Bonham Scholarship, William B. Huskey Scholarship, and the Retirees Association Scholarship. She has also received recognition for distinguished scholarship and academic achievement in the following areas: English, Creative Writing, and Foreign Language. She was voted Most Outstanding Gallery Staff Member while serving as the editor for Gallery, WSCC's literary/arts magazine. The 1995 edition of Gallery placed second among annual student magazines in the Southeast by the Society of Professional Journalists receiving the Mark of Excellence Award. She also served as associate editor for two editions of the magazine. Other awards include Who's Who Among Students in American Junior Colleges, President's List, Dean's List and Nominee for the President's Outstanding Student Award.

Catherine served as a student representative on the Lyceum Committee at WSCC and served as Secretary for Phi Theta Kappa during the 1995-96 academic year. Her memberships include: Student Teacher Education Association, Sigma Tau Delta English Honor Society, Golden Key National Honor Society,
Catherine currently serves as the Public Relations Officer for the Sevier County Composite Squadron Civil Air Patrol and teaches leadership development concepts to the cadets on a regular basis. She is a strong advocate for the Civil Air Patrol Cadet Program. She enjoys flying in her spare time.

Catherine lives in Sevierville, Tennessee with her husband, Fred, and their three sons Justin, Christopher, and Jonathan. For the past four years, she has worked part-time at the Dollywood theme park in Pigeon Forge, Tennessee, in addition to attending college full-time.

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Dedication

Leadership Development Programs: A Trend for the Future

Web Site Dedication to the Sevier County Composite Squadron Civil Air Patrol Cadets
General Information About the Civil Air Patrol Cadet Program
Special Thanks

"It seems to me shallow and arrogant for any man in these times to claim he is completely self-made, that he owes all his success to his own unaided efforts. Many hands and hearts and minds generally contribute to anyone's notable achievements." --Walt Disney

Web Site Dedication
This Web Site is dedicated to the Sevier County Composite Squadron Civil Air Patrol Cadets. I firmly believe that young people are this nation's greatest asset. They will be the leaders of tomorrow; they are our future. There is nothing greater than having the opportunity to serve my community by working with the cadets in the Civil Air Patrol Cadet Program.

Cadets: A Special Message to You! I know you'll be checking out this web site!

Believe in your abilities, determine in your hearts and minds what you want to achieve, set your goals, remember your priorities, and strive to become the best that you can be.

Always remember that nothing is impossible when you make service your top priority, work hard, and persevere when the going gets tough! May your future be bright!

2LT Catherine Fisher
Public Relations Officer

General Information About the Civil Air Patrol Cadet Program

Cadet Program Mission

To motivate American youth ages 12-18 to develop leadership abilities and to become responsible citizens through aviation centered activities
Once prospective members join Civil Air Patrol, they become "cadets." Then they begin progression through a 15-step program where they earn awards named after famous aviators who have had a major impact on the growth and development of aviation. They are required to pass leadership, aerospace, and physical fitness tests; participate in moral leadership discussions; and participate in local activities in order to increase in rank. Cadets earn ribbons and certificates acknowledging their progression through the program and become eligible for state and local activities, flight scholarships, and/or academic scholarships. The ultimate goal is to earn the coveted General Carl A. Spaatz Award. More information concerning the Civil Air Patrol Cadet Program is provided below:

Cadet Program Focus

- Leadership Development
- Aerospace Education
- Physical Fitness
- Moral Leadership
- National/Local Activities

Cadet Program

- Motivational Phase
- General Billy Mitchell Award
- Amelia Earhart Award
- Ira C. Eaker Award
- General Carl A. Spaatz Award

National Activities

- International Air Cadet Exchange Program
- Cadet Officer School
- National Blue Beret
- Air Education & Training Command Familiarization Course
- Air Force Space Command Familiarization Course
- National Flight Academies (Power & Glider)
- National Ground Search and Rescue
- Hawk Mountain Ranger School
- US Air Force Academy National Encampment
- Embry-Riddle Aeronautical University Orientation Course
- Jacksonville University / Comair Academy
- Pararescue Orientation Course
- Advanced Pararescue Orientation Course
- Aberdeen Proving Ground National Encampment

Local Activities

- Orientation Flights
- Wing Encampments
- Young Eagle Flights
- Air Shows
- Community Service Projects
- Field Trips
- Flight and/or Academic Scholarships

Civil Air Patrol History
Civil Air Patrol was officially created December 1, 1941
The C.A.P. Cadet Program was started on October 1, 1942
C.A.P. was officially designated the Auxiliary of the Air Force on May 26, 1948 (Public Law 557)

Civil Air Patrol Mission

• Emergency Services
• Cadet Program
• Aerospace Education

For more information about Civil Air Patrol check out their web site or call 1-334-953-5191.

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JoAnn Kell, Professor of English, at Walters State Community College in Morristown, Tennessee, who is always an encouragement and has provided me with learning opportunities for which I will always be grateful. I will never forget her and always remember her as a teacher who truly cares for her students.

Dr. Jack E. Campbell, President of Walters State Community College (WSCC), who introduced me to leadership studies when I enrolled in the Phi Theta Kappa Leadership Development course he teaches at WSCC. I will always admire him for taking time out of his demanding schedule to spend time with students.

Dr. Michael Keene, Professor of English at the University of Tennessee, whose encouragement and flexibility in his technical writing classes has allowed me to grow in ways I could not have imagined possible. I would also like to thank him for serving as one of my mentors for my senior honors project.

Dr. Julie K. Little, Manager of Innovative Technology Collaborative at the University of Tennessee, whose encouragement and support has given me the strength to overcome many obstacles. I would especially like to thank her for inspiring me to create this web site in the first place, for serving as one of my mentors, and for equipping me with the tools to accomplish the task.

Dr. Thomas Broadhead, Director of the Tennessee Scholars Program at the University of Tennessee, for encouraging me to pursue my interest in leadership studies.

Dr. Allison Ensor, Professor of English at the University of Tennessee, for his continuous support and encouragement and for always being there when I needed someone to talk to.

Colonel Paradis, Commander AFROTC Det 800, and Major Art Banner, Professor of Aerospace Studies, at the University of Tennessee whose classes provided me with the knowledge I need concerning the organization and history of the Air Force. I would also like to thank them for teaching me the importance of the Air Force Core Values: Integrity, Service Before Self, and Excellence. Finally, I would like to thank them for providing opportunities for the Civil Air Patrol cadets and for their encouragement and support.
"It seems to me shallow and arrogant for any man in these times to claim he is completely self-made, that he owes all his success to his own unaided efforts. Many hands and hearts and minds generally contribute to anyone's notable achievements."
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