

# America's Rising Stars

## Performance Process



By:

Leanne M. Hoagland-Smith, M.S.

Nationally Certified Facilitator

**ADVANCED SYSTEMS**

The Learning & Process Specialist

508 Sunshine Drive, Valparaiso, IN 46385.8748

219.759.5601 Voice/219.759.3302 Fax

[leanne@processspecialist.com](mailto:leanne@processspecialist.com)

[www.processspecialist.com](http://www.processspecialist.com)

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# Thank You for Your Interest in America's Rising Stars Performance Process

**America's Rising Stars** Performance Process achieves far greater value because performance is aligned at all levels of the organization. Many traditional youth-based solutions seek to improve perceived problems for the youth without any means to incorporate what is perceived as peripheral issues that are viewed as having a potentially negative impact on the youth's performance. The following checklist helps to visually identify why this performance process works with all shareholders or stakeholders as the process does separate the symptoms from the core problems.

Issue	Shareholders			
	Young People	Teachers & Staff	Parents	Administration (Management)
Lack of personal accountability				
Personality conflicts and/or power struggles				
Time management problems				
Unacceptable results				
Difficulty keeping motivated				
Limited focus and directions				
Preponderance of consensus-driven decision making (i.e. cover-your-behind mentality)				
Communication problems				
Limited focus and direction				
Can't Do Attitudes				
Misalignment/lack of coordinated efforts (i.e. Do as I say, not as I do)				
Reactive rather than proactive thinking				
Unproductive teams and/or in effective teamwork				
Duplication of effort (i.e. working harder not smarter)				
Failure to consistently perform quality work				
Resistant to diversity of thought (i.e. close-mind mentality)				
Time consuming and/or meaningless performance evaluations				
Excessive and unproductive meetings				
This table has been adapted from <b>Fail-Safe Leadership</b> with the authors' permission.				

For example if personal accountability is only being experienced by the young people, then a solution focusing only on **only** the youth makes sense. However, if at least two or more of the shareholders are experiencing the personal accountability then the solution must address **all** involved if the organization truly desires to reach the end results. The **America's Rising Stars** Performance Process works by addressing all of the symptoms instead of perpetuating the traditional "silo" approach where each symptom is addressed individually and is not connected to other symptoms.

Through the training and development of your staff and the adoption of the curriculum, alignment happens between the students and the instructors. As the performance of the young people improves, parents become supportive. With the young people, instructors and parents are working in the same direction, the efforts of the administration or management can now be directed to keeping the momentum moving forward.

Additionally, other performance based tools can be infused into this process including strategic planning and executive leadership for board members or superintendence, management for principals, supervision for lead teachers, time management and goal setting for support staff. If your school system desires to achieve Baldrige certification, the **America's Rising Stars** Performance Process also includes total quality management tools.

The **America's Rising Stars** Performance Process is a truly aligned, performance based process that secures sustainable results. Behind this first page, please find additional information regarding the history, current research, the approach, curriculum content, pilot research outcomes, deliverables, supporting exhibits and contact information.

# America's Rising Stars Performance Process

***A self-directed process preparing young adults for a future of excellence and success***

The **America's Rising Stars** Performance Process reinforces a 20-year old proven, results based, developmental process that helps today's young adults develop their personal leadership, character and job readiness skills to fill the performance gaps identified through ongoing research. Leadership is essential in enabling youth to develop character, confidence, responsibility and values that promote the goal of healthy behaviors. Character development is also critical for our youth as they encounter continuing challenges during their adolescent years. Finally, job readiness skills are critical if America wishes to maintain its role as the number one economic world engine. The **America's Rising Stars** Performance Process has the added value of creating a natural **alignment** between the youth, parents and educators at all levels within any organization.

## What the Research Says

Research has shown a majority of American youth has engaged in health compromising behaviors. In her pioneering book, *Adolescents at Risk*, Joy Dryfoos concluded that half of all ten to seventeen year olds were at high or moderate risk of undermining their chances for a healthy life because of substance abuse, unsafe sex, teen pregnancy, school failure and delinquency, crime or violence. More importantly, a report from the American Medical Association (AMA) captured the importance of this conclusion: "For the first time in the history of the country, young people are less healthy and less prepared to take their places in society than their parents. Moreover, this is happening at a time when our society is more complex, more challenging and more competitive than ever before."

The American Diploma Project echoed the research of the AMA by determining that 53% of high school graduates must take at least one remedial course. With the average 4 year degree taking 5.3 years for full time students and the average 2 year degree taking full time students an average of 3.5 years, an expensive national trend has evolved that has potentially devastating impact on our young people, our communities and our economy.

In addition, Dr. Carol D'Amico's research report, *Workforce 2020: Work & Workers of the 21<sup>st</sup> Century*, discovered that employers grouped leadership as one of the essential skills entry-level workers lacked. This group of job readiness skills included strong work ethic, problem solving, and creativity, along with organizational and interpersonal skills. These skills were ranked ahead of writing, math, reading and job specific skills. Michigan State University in their annual recruiting trends verified D'Amico's research by identifying the top 5 skills requested by employers of new hires in 2001-02: leadership, interpersonal abilities, personal qualities, teamwork, and communication.

The Annie E. Casey Foundation in *Kids Count 2004 Data Book* revealed the impact from these previous findings. Today within the U.S., one in six young people ages 18-24 are not in school, employed and have only a high school education. This trend is supported by the research of The Education Trust that recently reported more young people are attending college, but fewer are graduating.

## The History - A Researched Based Curriculum

Beginning in the spring of 1996, this curriculum was field tested in an urban comprehensive high school, a middle school, a non-public special education program; a church youth club and a community based program for adjudicated youth. Through trial and error, invaluable information was gained on how to structure a youth leadership performance process and what essential components are needed to make it a measurable success. In January of 2000, **America's Rising Stars** Performance Process debuted to help schools and youth organizations realize that sustainable performance improvement must come from within each individual because if you can't lead yourself, you can't lead anyone else. Additionally, sustained performance must be aligned throughout the organization.

The foundation for this youth dynamic, results based leadership program was a 20 year-old adult performance based leadership process that had impacted thousands of adults within the United States. This adult leadership process is one of numerous processes that are part of a proven performance model where the all "programs" are aligned at all levels to achieve the maximum results. The adult's "processes" have been reviewed and utilized by a variety of for profit, not for profit and governmental agencies at local, state, national and international levels.

## The Difference - "Applied Knowledge is Power" and Alignment at ALL Levels

**America's Rising Stars Performance Process** begins with the understanding that applied knowledge is power and alignment must exist between all levels of the organization. This research based performance curriculum recognizes the Search Institute's forty developmental assets, experiences, opportunities and internal capacities (see pages 13 & 14) essential for health and success in our complex society and well as ongoing research with respect to character and job readiness skills. **America's Rising Stars** believe if our society would invest more in the positive things that young people need, then we could expect higher yields (in terms of healthier youth) as young people become healthy, contributing members of families, communities, workplaces, and society. With a 25-year history in performance improvement, the developers of this process also understand that all performance must be aligned within any organization to achieve consistent and sustained results.

**America's Rising Stars** Performance Process incorporate an innovative and relevant curriculum within a developmental process that focuses promoting personal leadership, responsibility and character; healthy life-style behaviors and the essential job-readiness skills through 4 key elements:

Developing the	Attitudes	(the want to)
	+ Interpersonal Skills	(the how to)
	+ Knowledge	(the where & when to)
	+ Goals Focus	(the what & why to)
will lead to	Positive Behavior Change	
which will lead to	Improved Performance for the Students both short and long term	

Attitudes will directly determine in many cases whether a student turns a problem into an opportunity or succumbs to it; whether they behave in ways that benefit others or remain self-absorbed; whether they consciously expand the use of their potential or allow atrophy to set in; whether they diligently look for continuous growth and improvement opportunities, or remain satisfied with the status quo. Interpersonal skills when combined with increased knowledge and goal setting behavior enhance the ability of youth to assess the impact of their present behavior on their existing and future success. The end result is that young people transition beyond the traditional approach to learning and transform into "knowledge applying" young people who take control over their own destiny.

With ever increasing demands that our young people learn more and research suggesting that these young people are not meeting these challenges, a different approach is required if America wishes to maintain its high quality of life and its status as the number one economic "Super-Power." After its introduction, the **America's Rising Stars** Performance Process continues to demonstrate that this inside-out, application driven process works with young people by helping them fill the skill gaps both personally and professionally.

Since 2000, **America's Rising Stars** is now in 22 states from both coasts and from north to south. Over a 1,700 individuals have been positively impacted by this process and curriculum. As this curriculum reinforces a proven developmental process, **America's Rising Stars** has reached out not only to young people ages 12 to 22, but to adults as well. The flexibility of this process and the sixth grade reading level has allowed **America's Rising Stars** to reach first generation American citizens as well as professional development for educators and those who work with youth.

For example, **America's Rising Stars** has been adopted as the curriculum for a high school sociology class. Through other initiatives such as Workforce Development and 21<sup>st</sup> Century Scholars (an Indiana state program), the camp format allows for working with larger number of students in a shorter time frame and addresses the needs for many out of school youth. Parents nationwide are investing in private pay classes. In some communities, local businesses are offering scholarships to help young people take advantage of this non-traditional approach to self-development. Additionally, **America's Rising Stars** has been incorporated within a variety of youth organizations and educational institutions including public schools, a Catholic parish, private schools, a residential community college, not for profit community based organizations and in the private practice of a licensed child psychologist.

## A Multi-Dimensional Approach

Benjamin Bloom and his colleagues developed taxonomy of three leaning domains: Cognitive (Knowledge), Psychomotor (observable behaviors and other forms of physical movement, involvement and activity) and Affective (attitudes, values and beliefs). Most instructional approaches, strategies or solutions focus on the cognitive domain. New knowledge and

skills are necessary. However when analyzing performance failure, the question is not whether the young persons had the knowledge, but whether they wanted to do the work. The affective domain is critical to building the What's In It For Me (WIIFM) for all ages. Without the "buy-in," of the youth, sustainable performance improvement has been greatly diminished and consequently fails to lead to the "What's In It For Us" for the organization.

Jean Piaget (constructivism) promoted that cognitive learning not only evolved within each individual, but the learning experience was based upon the relationship between the new knowledge and past learning experiences. Making sense of new knowledge is critical for long-term cognitive retention.

Donald Kirkpatrick's Four Levels of Evaluation help to bridge the gap between Cognitive and Psychomotor learning domains. The evaluation of learning needs to transition beyond multiple choice assessments to everyday application resulting with one final question: How did this learning impact the organization? **America's Rising Stars** Performance Process cognizes these instructional strategies and also includes them along with the following additional strategies:

1. **Workshop Implementation Sessions.** Workshop oriented implementation sessions will be held in order to put practical application behind the material studied. The number, duration, and timing will be determined based on each client's own unique situation.
2. **Spaced Repetition.** Psychologists tell us that if we are exposed to a new concept or idea one time, unless it has an extremely powerful impact on us, after one day we will likely remember less than 50% of what we heard; after two days, less than 25%; and after 16 days we may remember as little as 2%. Alternatively, if we consciously expose ourselves to the same concept or idea six times over a period of time, we can increase the retention rate of that information to as high as 62% for a period that exceeds sixteen years. For this reason, part of the process will involve the use of audio reinforcement, enabling the participants to conveniently make use of the power of spaced repetition.
3. **Break-out Groups.** One of the best ways to develop the commitment of the participants is to ensure that they are actively involved in the learning process. By having each participant act as a leader and present the ideas of their break-out group, the leader learns to tie individual experiences into a group learning process.
4. **Practical Application.** Every week the participants are responsible for discussing what they think the major and secondary ideas are as well as how they are actually applying these concepts and ideas on an on-going basis. These will be reviewed during even session as well as within the Goal Achievement Action Plan.
5. **Built-In Motivation.** Since one of the key elements of the process involves the integration of personal goals with forward thinking professional goals, the participants want to learn from the process because of the satisfaction and benefits they will receive through the realization of their personal goals.

These necessary components include: relevancy (taken from the need analysis and current educational, health and workforce research), Action Plan (goals based on measurable objectives), reinforcement (the action plan, the facilitation and the alumni who share their experiences and help overcome obstacles) and most importantly, repetition (consistent with positive reinforcement from the facilitation of the text and audio components).

The **America's Rising Stars** Performance Process contains all of these components along with the innovative strategies of: self-directed learning where participants take responsibility for their own personal improvement; where facilitation recognizes how to shorten the learning curve and collaboration/team learning activities that support educational research. To conclude, developing personal leadership, character and job readiness skills are critical factors in bringing today's youth into society and the workforce as healthy, productive contributors while achieving an additional return on investment through the prevention and reduction of at risk behaviors.

## **America's Rising Stars & the Eleven Principles of Character Education**

**America's Rising Stars** approaches character education through the **ABC** process. Many programs attempt to affect performance change by beginning with behaviors. The **ABC** process begins with the **A**ttitudes that drive the **B**ehaviors

that create the **C**hanges in character. This process is readily aligned with the eleven principles of Character Education as published by the Character Education Partnership.

**America's Rising Stars** also recognizes the significance of the facilitators applying the same concepts. Therefore, supporting material and services are available to assist local individuals who wish to facilitate this inside-out approach to youth character and leadership development.

Character development does not end after completing the customized facilitation part of the process. Through the creation of the Alumni Association, **America's Rising Stars** graduates have new opportunities from meeting with community leaders to becoming future co-facilitators.

## Principles of Character Education

**America's Rising Stars** effectively addresses the 11 principles of Character Education through the text chapters (**IC**), the Action Plan (**AP**), the Alumni Association (**RSAA**) and the Facilitation Support Material (**FSM**) as follows:

1. Character education promotes core ethical values as the basis of good character. – **IC**: 1-14; **AP**: Mental, Social, Physical, Home & Family, Ethics & Beliefs
2. "Character" must be comprehensively defined to include thinking, feeling, and behavior. – **IC**: 1-14; **AP**: Mental, Social, Physical, Career & Financial, Home & Family, Ethics & Beliefs
3. Effective character education requires an intentional, proactive and comprehensive approach that promotes the core values in all phases of school life. – **IC**: 3, 4, 9, 10, 11, 13, 14; **AP**: Mental, Home & Family, Ethics & Beliefs; **FSM**.
4. The school must be a caring community. – **RSAA**; **FSM**
5. To develop character, students need opportunities for moral action. – **IC**: 1, 3, and 4, 5, 7, 9, 11-14; **AP**: Mental, Social, Career & Financial, Home & Family, Ethics & Beliefs
6. Effective character education includes a meaningful and challenging academic curriculum that respects all learners and helps them succeed. – **IC**: 1-14; **AP**: Mental, Career & Financial, Ethics & Beliefs; **FSM**
7. Character education should strive to develop students' intrinsic motivation. – **IC**: 1-14; **AP**: Mental, Social, Physical, Career & Financial, Home & Family, Ethics & Beliefs
8. The school staff must become a learning and moral community in which all share responsibility for character education and attempt to adhere to the same core values that guide the education of students. – **RSAA**; **FSM**
9. Character education requires moral leadership from both staff and students. – **IC**: 1-14; **AP**: Mental, Social, Physical, Career & Financial, Home & Family, Ethics & Beliefs; **RSAA**; **FSM**
10. The school must recruit parents and community members as full partners in the character-building effort. **RSAA**; **FSM**
11. Evaluation of character education should assess the character of the school; the school staff's functioning as character educators, and the extent to which student manifest good character. **IC**: 1-14; **AP**: Mental, Social, Physical, Career & Financial, Home & Family, Ethics & Beliefs; **RSAA**; **FSM**

## America's Rising Stars Performance Process and Legislative Requirements

**America's Rising Stars** not only recognizes current educational and workforce research, the Search Institute's research and effective instructional strategies, but addresses specific requirements of U.S. Department of Education, Federal Workforce Investment Act and PEPNet criteria. The **America's Rising Stars** curriculum provides a strong foundation for leadership, job-readiness skills, character and citizenship education that many governmental agencies currently have incorporated into their policies and programs.

### State of Indiana

**America's Rising Stars** effectively addresses the 13 components of State of Indiana legislation IC20-10.1-4-4.5 through the text chapters (**IC**) and Action Plan (**AP**).

### No Child Left Behind (NCLB)

This recent federal education bill focuses on accountability, parental involvement and doing what works. **America's Rising Stars** is in alignment with this legislation and reinforces that for sustainable change to occur, the change must start within each individual. **America's Rising Stars** relevant curriculum can be incorporated in any school setting from public, faith-based, private and charter schools.

## U.S. Department of Education

The U.S. Department of Education in their Office of Educational Research and Improvement: Fund for Improvement of Education—Partnerships in Character Education Pilot Projects has designated 6 areas for youth leadership development. **America's Rising Stars** addressed these areas within the text chapters (TC) and Action Plan (AP) as follows:

- Caring – TC: 1, 3, 4, 9-11, 14; AP: Mental, Social, Home & Family, Ethics & Belief
- Civic virtue and Citizenship – TC: 1-4, 7, 9-14; AP: Mental, Home & Family, Ethics & Beliefs
- Justice and Fairness – TC: 1- 4, 6, 7, 9-11, 13, 14; AP: Mental, Ethics & Beliefs
- Respect – TC: 1-4, 7, 9, 10, 11-14; AP: Mental, Social, Physical, Home & Family, Ethics & Beliefs
- Responsibility – TC: 1-14; AP: Mental, Social, Physical, Home & Family, Ethics & Beliefs
- Trustworthiness – TC: 1-14; AP: Mental, Social, Physical, Home & Family, Ethics & Beliefs

## Workforce Investment Act (WIA)

In conjunction with the Sar Levitan Center for Public Policy Study, the federal government has recognized that short-term training and employment programs have not resulted in long term gains. Therefore, in 2000, the WIA revised its traditional funding of summer programs and instituted a long-term approach with at least a 30% emphasis on out of school youth. These new program elements within Section 129 of WIA also include: "(A) tutoring, study skills training, and instruction, leading to completion of secondary school; ... (F) leadership development opportunities, which may include community service and peer-centered activities encouraging responsibility and other positive social behaviors during non-schools hours as appropriate; ... (H) adult mentoring...of not less than 12 months; (I) follow-up services for not less than 12 months after the completion ." WIA also supports U.S. Department of Education and State of Indiana requirements in providing leadership and citizenship development.

**America's Rising Stars** supports the WIA's focus on balance within each stage of youth development. The entire curriculum focuses on personal leadership with the Action Plan providing opportunities for balanced goal setting behavior.

## Promising and Effective Practices Network (PEPNet) Criteria

The PEPNet is a project of the National Youth Employment Coalition (NYEC) which identifies and promotes criteria of effective practices in youth employment and development. Some of these practices include: helping young people gain skills and background necessary to make good educational and career decisions; providing opportunities for youth to engage in community service; promoting cultural diversity and awareness; and creating participation opportunities for life skills and interpersonal skills development.

The **America's Rising Stars** curriculum encompasses these practices. Through the Alumni Association **America's Rising Stars** graduates have additional opportunities to serve their communities and to mentor new participants.

# **America's Rising Stars' Performance Process Purpose, Pilot & Current Outcomes**

The purpose of this process is three-fold. First, through the successful application of self-leadership skills during their middle school, high school or college freshman years, young people will embrace the process and tools enabling them to achieve their goals thereby becoming positive contributors to their community. Second, the alignment of all goals by all shareholders within the organization is critical to create a high performance, sustainable workplace. Third, beginning by defining the end result using variety of pre-determined benchmarks, a positive return on investment can be directly realized.

## Successful application of self-leadership skills – What does that mean and how can that be measured?

- Increase in daily school attendance
- Increase in performance
- Increase in grade point average
- Reduction in at risk behavior e.g. disciplinary, expulsions, etc.
- Increase in high school attainment and completed post secondary experiences
- Seek out options from diverse alternatives
- Make goal oriented informed decisions
- Communicate effectively in diverse situations (socially confident)
- Internalization of time management and conflict resolution
- Demonstrate leadership in various situations
  1. Team – player and/or leader
  2. Provides a vision and purpose to a cause
  3. Uses influence to obtain planned outcomes

## For educators the inclusion of this curriculum also has measurable benefits:

- Better managed classrooms results in more “engaged” learning time
- Opportunities to work more “one on one”
- Less stress
- Increased classroom performance
- Increased retention of middle school and high school teachers

## Outcomes of the Pilot Participants:

1. Graduates had a 40% grade point increase.
2. Graduates had a 56% reduction in school disciplinary/truancy incidents.
3. College attendance within one pilot site increased from 5% to 75%

## America's Rising Stars' Facilitation

Effective facilitation that being the proactive sharing of information is another strong component of this process. Each week participants will experience a different way to approach learning beginning by the structure of an engaged learning environment. Participants will be expected to be accountable for reading, listening and completing the “Fieldwork” assignments. Facilitators actively encourage reflection by asking every week for the participants to identify attitudes, skills and behaviors they are experiencing from the curriculum. The facilitation is in alignment with the learning objectives and thus each chapter “wraps” around the previous chapter ensuring ongoing performance improvement. Since facilitators have already experienced the process through Train the Trainer and/or certification, facilitators will be modeling the desired behaviors consistently and at all times.

## America's Rising Stars' Curriculum

### Chapter 1 – Leadership

#### *Learning Objectives*

- Identify the qualities of a good leader
- Describe the three basic leadership styles
- Distinguish personal qualities of self-leadership

### Chapter 2 – S-U-C-C-E-S-S

#### *Learning Objectives*

- List steps in learning from mistakes
- Define self-image
- List the 2 step process for a positive self image

### Chapter 3 – Glancing Back

#### *Learning Objectives*

- Recognize and define early conditioning
- Describe the three basic leadership styles
- Identify examples of healthy conformity, making good choices, positive & negative peer pressure

In today's fast pace and every changing society, developing leadership qualities is critical to long-term success. Within this chapter, young people will be able to identify leadership qualities and understand how these qualities are developed.

Success has many definitions in today's society. In this chapter, young people will recognize the source of success, as well as create tools to help them achieve their own personal success.

Given our society's continued focus only on the future, individuals lack the opportunity to reflect upon their past behaviors. In this chapter, young people will revisit past experiences and determine which of their behaviors are a result of negative conditioning or conformity, as a precursor to making good choices in the future.

## Chapter 4 – Attitude Is Everything

### *Learning Objectives*

- Define attitude
- Demonstrate how attitudes affect past & future behavior
- Identify 3 reasons why people resist change

Our life tends to be comprised of habits that can either ensure our success or failure. Within this chapter, young people will review how their attitudes about themselves and others can drive behavioral change and personal achievement

## Chapter 5 – Goal Setting For Success

### *Learning Objectives*

- State the criteria for a successful goal
- Describe the relationship between short & long-range goals
- Describe tangible & intangible goals

There are many types of goals. In this chapter, young people will learn the various aspects of utilizing an effective goal-setting process.

## Chapter 6 – Achieving Success

### *Learning Objectives*

- List the advantages of personal goal setting
- Describe the benefits of written goals
- Define the elements for consistent goal-setting & goal achievement

Regardless of the youth's current environment, long-term success is a desired outcome. In this chapter, young people will begin to integrate goal-setting behavior and self-leadership to enable them to become successful on their own terms.

## Chapter 7 – Turning Solutions into Action

### *Learning Objectives*

- Describe the fear of criticism
- State how fear can be overcome
- Describe how frustration can be positively handled at school & at home

While each day information technology continues to expand our access to the world, we only selectively apply this knowledge. In this chapter, young people will recognize that applied knowledge and specific action steps must be united to overcome fears and achieve results.

## Chapter 8 – Watch the Clock

### *Learning Objectives*

- Describe how procrastination can be overcome
- Explain the importance of time management
- State the difference between "Must Do" & "Should Do"

Our fast-paced society necessitates the establishment of effective time management in order to achieve more in less time. In this chapter, young people will recognize that by managing their time they will have the ability to accomplish their goals and feel under control.

## Chapter 9 – Do You Know Your "Self"?

### *Learning Objectives*

- Describe each of the three "selves"
- Describe the difference between optimism & pessimism
- State the value and importance of visualization & the relationship to personal affirmations

As individuals, we constantly face change. Before we can make good choices and "tough" decisions, we need to understand our "self." Within this chapter, young people will learn additional self-development techniques that will help them accomplish their goals.

## Chapter 10 – Human Needs and Motivation

### *Learning Objectives*

- Describe the five levels of needs within human behavior
- Demonstrate the difference between self-motivation and incentive motivation
- Identify the key to higher levels of personal achievement

People share common needs. In this chapter, young people will discover how unsatisfied needs motivate people to act or react.

## Chapter 11 – Leading Others

### *Learning Objectives*

- Become what a leader needs to be
- Learn what a leader needs to know
- Demonstrate what a leader needs to do

Leadership is situational and requires developed skills and appropriate attitudes. Within this chapter, young people will understand the concept of leadership and its application to them.

## Chapter 12 – Do You Hear What I Hear?

### Learning Objectives

- List the three fundamental principles of effective communication
- Identify the elements in communication
- Identify what type of communication prevails during a communication conflict

Communication involves both words and actions. In this chapter, young people will learn specific steps for successful interpersonal communication.

## Chapter 13 – Making Decisions and Solving Problems

### Learning Objectives

- Describe why decisions need to be consistent with values & in alignment with goals
- Identify the steps to define a problem
- Demonstrate how values help make good choices & “tough” decisions

Decision making and problem solving is a part of daily life. In this chapter, young people will comprehend that good decisions come from first exploring a variety of alternatives.

## Chapter 14 – Continuing Leadership Growth

### Learning Objectives

- Recognize the importance of being open-minded
- Describe the necessity of a regular self-inventory
- Describe why internalization goal setting is valuable in both the daily personal & professional lives of an individual

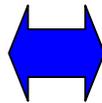
Leadership begins with self-assessment and a commitment to personal growth. In this chapter, young people will understand how the choices they make today can positively impact their future success.

## Personal Achievement Action Plan

### Introduction to Personal Achievement ~ Your Action Plan – An Overview

√ What are my dreams

Mental Development  
Social Development  
Physical Development  
Career & Financial Development  
Home & Family Development  
Ethics & Beliefs Development



√ List of Dreams

Self-Evaluation Questions  
My Strengths  
My List of Achievements  
“Where I Stand Now?”  
Goal Categories

Setting Goals and Establishing Priorities  
Time Management

Goal Planning Sheets  
Goals Accomplished

## America's Rising Stars Performance Process

### Implementation & Scheduling

After the pre-determined benchmarks have been identified and agreed to, a decision needs to be made as to who will facilitate the curriculum. For maximum performance value and return on investment, staff needs to experience this performance process first through either the America's Rising Stars curriculum or Leadership. Both curriculums are published by Resource Associates Corporation and delivered through a network of certified affiliates.

### Facilitation Training/Professional Development

- Facilitator Training/Professional Development available on site
- Facilitation certification available off site with at least 5 participants or on site with at least 6 participants
- Facilitator Training/Professional Development can be aligned to organizational goals

Upon agreement as to the facilitators, scheduling can be determined. Given that curriculum again reinforces a performance process, several types of scheduling are available.

### **Train the Trainer**

- Within the State of Illinois, Train the Trainer has been approved for continuing education/professional development (CEU's or PDU's) through Leanne Hoagland-Smith
- As each state is unique, each state must be contacted separately to determine the viability of this train the trainer for CEU's or PDU's
- Leanne Hoagland-Smith will work with the school system to help them secure approval for CEU's or PDU's

### **Scheduling**

- Flexible schedule 8 to 32 weeks (10 or 16 weeks recommended)
- 2 to 3 hours per weekly session
- 5 Day to 15 Day Camp Format
- One on one coaching

Recognizing that to deliver consistent results requires consistent support material, facilitation manuals (teacher's manuals) have been developed to ensure results and work with the facilitators.

### **Facilitation Support Material**

- Implementation Manual that contains
  1. Flight Plan (a tool that allows facilitation from one 11x17 sheet of paper per chapter)
  2. Facilitator's Guide (written, specific text to support facilitator)
  3. Pre and Post Tests (objectives match those on the Flight Plan) in sheet protectors
  4. Internet assessment pre and post survey to retrieve longitudinal data
  5. All activities including ice breakers in sheet protectors
  6. All handouts for each session/chapter in sheet protectors
  7. All overheads in individual sheet protectors
  8. Concept speech (a presentation to begin to engage the participants in the process)
- Alumni Association – graduates become mentors and facilitators to future participants
- Extensive network of professional facilitators who can assist in implementation of **America's Rising Stars**

### **Curriculum Deliverables**

**Textbook** -14 chapter perfect bound textbook.

**Personal Goal Achievement Action Plan** - to apply concepts to everyday life (3 ring binder)

**Personal Goal Achievement Action Plan** – Single User executable software program

**Audio** – cassette or CD-ROM textbook narration for repetition and reinforcement

**Assessments** – Pre & Post both cognitive and attitudinal along with continual assessment during the process

**Survey** – Pre & Post Internet survey to collect and maintain longitudinal performance data

**Implementation Manual** – (reproducible activities) 10 or 16 weeks (Optional)

**CD ROM Implementation Manual** – CD contains all 3 implementation manuals: 10 and 16 and 5 day camp (Optional)

Alumni Association – graduates become mentors and facilitators to future participants (Optional)

**NOTE: To achieve performance outcomes as demonstrated by the research, each student needs to receive a complete curriculum including textbook, audio and Personal Goal Achievement Action Plan supported by facilitators who have understand and model this performance process.**

### Internal Developmental Assets

<i>Asset Type</i>	<i>Asset Name and Definition</i>
Commitment to Learning	<p><b>Achievement Motivation:</b> Motivated to do well in school.</p> <p><b>School Engagement:</b> Actively engaged in learning.</p> <p><b>Homework:</b> Doing at least one hour per day.</p> <p><b>Bonding to School:</b> Cares about school.</p> <p><b>Reading for Pleasure:</b> reads for pleasure three or more hours per week.</p>
Positive Values	<p><b>Caring:</b> Places high value on other people.</p> <p><b>Equality and Social Justice:</b> Places high value on promoting equality and reducing hunger and poverty.</p> <p><b>Integrity:</b> acts on convictions and stands for beliefs</p> <p><b>Honesty:</b> tells the truth even when it is not easy.</p> <p><b>Responsibility:</b> accepts and takes personal responsibility.</p> <p><b>Restraint:</b> believes it is important not to be sexually active or use drugs.</p>
Social Competencies	<p><b>Planning and Decision-Making:</b> knows how to plan and make choices.</p> <p><b>Interpersonal Competence:</b> has empathy, sensitivity and friendship skills.</p> <p><b>Cultural Competence:</b> has knowledge of and comfort with people of different cultural, racial and ethnic backgrounds.</p> <p><b>Resistance Skills:</b> can resist negative peer pressure and dangerous situations.</p> <p><b>Peaceful Conflict Resolution:</b> seeks to resolve conflict non-violently.</p>
Positive Identity	<p><b>Personal Power:</b> feels in control over "things that happen to me."</p> <p><b>Self-esteem:</b> reports having high self-esteem.</p> <p><b>Sense of Purpose:</b> reports that "my life has a purpose."</p> <p><b>Positive view of personal future:</b> optimistic about personal future.</p>

Exhibit A – Search Institute

## External Developmental Assets

<i>Asset Type</i>	<i>Asset Name and Definition</i>
Support	<p><b>Family Support:</b> Family life provides a high level of love and support.</p> <p><b>Positive family communication:</b> Young person and parent(s) communicate positively and young person is willing to seek parental advice and counsel.</p> <p><b>Other adult relationships:</b> Young person receives support from three or more nonparent adults.</p> <p><b>Caring neighborhoods:</b> Young person experiences caring neighborhoods.</p> <p><b>Caring school climate:</b> Schooling provides a caring, encouraging environment.</p> <p><b>Parental involvement in schooling:</b> Parent(s) are actively involved in helping young people succeed in school.</p>
Empowerment	<p><b>Community values youth:</b> Young person perceives that adults in the community value youth.</p> <p><b>Youth as resources:</b> Young people are given useful roles in the community.</p> <p><b>Service to others:</b> Young person serves in the community one hour per week or more.</p> <p><b>Safety:</b> Young person feels safe at home, at school and in the neighborhood.</p>
Boundaries and Expectations	<p><b>Family boundaries:</b> Family has clear rules and consequences and monitors the young people' whereabouts.</p> <p><b>School boundaries:</b> School provides clear rules and consequences.</p> <p><b>Neighborhood boundaries:</b> Neighbors take responsibility for monitoring young people's behavior.</p> <p><b>Adult role models:</b> Parent(s) and other adults model positive, responsible behavior.</p> <p><b>Positive peer influence:</b> Young person's best friends model responsible behavior.</p> <p><b>High expectations:</b> Both parent(s) and teachers encourage the young person to do well.</p>
Constructive Use of Time	<p><b>Creative activities:</b> Young person spends three or more hours per week in lessons or practice in music, theater or the arts.</p> <p><b>Youth programs:</b> Young person spends three or more hours per week in sports, clubs or organizations at school or in community organizations.</p> <p><b>Religious community:</b> Young person spends one or more hours per week in activities in a religious institution.</p> <p><b>Time at home:</b> Young person is out with friends, with "nothing to do," two nights or fewer per week.</p>

## Testimonials

This page contains just a few of the many testimonies that have been received specific to **America's Rising Stars**.

### Public School Student Participant

**America's Rising Stars** has been an absolutely excellent experience for me. . . Secondly, but most importantly is the Action Plan. I believe it's great because it gives you options. For example, if you're a person who doesn't like to set down and read, you can lay on your bed and listen to the audio CD's while you relax...I love the set-up. Your whole life believe it or not is wrapped up in a wheel with six section and you have each section on file in your Action Plan along with your dreams, goals and time management." Junior high school student

### Private Pay Student Participant

"Enrolling in your program has changed the way that I think about how I do things and my attitudes toward getting things down...I find myself asking the question, 'Am I making the most out of my time right now?'...The skills I learned in the program also helped me throughout my internship to meet deadlines and complete all my work successfully." Senior high school student

### Train the Trainer

"The experiences I gained by learning the curriculum, going through the life development process and training to become a facilitator in one process made a huge impact on my attitude and focus for the program. By going through the educational process along with facilitating instruction allowed me to internalize the material and have an honest approach in facilitating with the students. From my experiences with this program not only for my personal development, but from what I have witnessed in real life with students, has been an invaluable experience." Student Coordinator for 21<sup>st</sup> Century Scholars (State of Indiana college bound assistance program).

### Teacher as Facilitator

..I know that this school year over 110 students will benefit from this remarkable program. In regards to the Implementation Manual for the program, as a teacher for 30 years, I must salute those responsible for creating such a fine body of work. ..The guide is most user friendly and was a high point for me in the implementation of the program." Public high school social studies teacher in New Jersey.

## Additional Web Sites

Please free to visit

<http://www.processspecialist.com/youth.htm> or <http://www.processspecialist.com/collegestudents.htm>

as we continue to expand these pages to reflect ongoing changes.

Also, at the national web site for **America's Rising Stars** at <http://www.risingstars.cc> there is additional information.