Ascending Intellectual Demand
Strength Area: Leadership

Level III - Intensive/Individualized	Career plans Model programs Exchange programs Executive internships Initiate organizations Ambassador programs Service abroad programs Career and employment options School improvement committees Affective guidance in perfectionism and introspection
Level II - Targeted	Service learning Debate and Simulation Specialized curriculum Leadership camps and conferences Leadership style inventories and personality tests Tele-mentorship, mentorship, and job-shadowing Leadership for students: A Practical Guide for ages 8-18 Competitions e.g. Future Problem Solving, Destination ImagiNation, Odyssey of the Mind
Level I - Core	Peer mentorship Conflict resolution Total Talent Portfolio Facilitator in decision making Leadership position in strength area Study of eminent leaders e.g. “Night of the Notables” Understand leadership concepts, styles, data collection, and analysis Self-initiated and self-directed projects e.g. fundraising, campaigning, group organization Develop interpersonal/intrapersonal skills, self-confidence, flexibility, social and moral responsibility, sense of commitment, organizational skills, and empathy towards others Assessment alternatives that include options in student’s strength areas or talent areas

Frequently Asked Questions

How can teachers best encourage leadership concepts and skills in their students?

Teachers should create environments in their classrooms which allow students to take on more responsibility and build their self-confidence. Karnes reports that through discussions, students want to develop their thinking and creativity skills and become better speakers. Teachers should encourage students to be leaders and indicate the positive aspects of leadership. Students also said they would like information on school and club elections and opportunities to attend programs and seminars on leadership.

What is important to emphasize in leadership training for gifted students?

In leadership training it is important to emphasize cognition, interpersonal communication, decision making, and problem solving.

- The cognitive process will have a greater emphasis on the higher levels of thinking. This will include exploration, specialization, investigative skill training, and research.

• The second component is problem-solving. This skill would include problem solving training using an appropriate model, such as the six-step process of Problem perception and definition, Incubation, Creative Thinking, Analysis, Evaluation, and Implementation.
• The third component is interpersonal communication - the ability to work and communicate with other people.
• The fourth component is decision-making skill. Effective decision-making requires independence of thinking and action, self-confidence, acceptance of responsibility, task commitment, and moral strength.

Resources

American Model United Nations International (773) 777-AMUN, Fax: (773) 777-1963.

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Karnes, F. & Bean, S. (1995). *Leadership for Students: A Practical Guide for Ages 8-18*. Waco, TX: Prufrock Press.

Karnes, F. & Chauvin, J. (1998). *Leadership Development Program*. Scottsdale, AZ: Great Potential Press.

Karnes, F. & Chauvin, J. (2000). *Leadership Skills Inventory Individual Form*. Scottsdale, AZ: Great Potential Press.

Leadership Publishers, Inc.: www.LeadershipPublishers.com

Lester, J. (2003). *Leadership*: *An Often-neglected Talent of Gifted Children*. National Association for Gifted Children presentation. Indianapolis, IN. Columbus, Ohio: Ohio Leadership Institute. (888) 878-LEAD.

Public Speaking: A Student Guide, 7 Steps to Writing and Delivering a Great Speech. Waco, TX: Prufrock Press. Purcell, J. (1998).

Total Talent Portfolio. Mansfield Center, CT: Creative Learning Press.

Richardson, W. & Feldhusen, J. *Leadership Education: Developing Skills for Youth*. Unionville, NY: Trillium Press.

Roach, A., Wyman, L., Brookes, H., Chavez, C., Heath, S., & Valdes, G. (1999). Leadership Giftedness: Models Revisited. *Gifted Child Quarterly, 43 (1),* 13-24.

Ryser, G., & McConnell, K. (2003). *Practical Ideas that Really Work for Students Who Are Gifted.* Austin, TX: Pro-Ed.

Tomlinson, C., Kaplan, S., Renzulli, J., Purcell, J., Leppien, J., & Burns, D. (2002*). The Parallel Curriculum*. Thousand Oaks, CA: Corwin Press.