# Leadership Service in Action Course No. 19257 Credit: 0.5

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| **Student name:**  |  | **Graduation Date:** |  |

Pathways and CIP Codes:Family, Community & Consumer Services (19.0799); Early Childhood Development & Services (19.0709)

Course Description: **Technical Level:** Leadership Service in Action empowers individuals to assume advocacy roles which support families, communities, and consumers by researching social issues, developing and implementing an action plan, and applying decision making through civic engagement and service learning.

Directions:The following competencies are required for full approval of this course. Check the appropriate number to indicate the level of competency reached for learner evaluation.

**RATING SCALE:**

4. Exemplary Achievement: Student possesses outstanding knowledge, skills or professional attitude.

3. Proficient Achievement:Student demonstrates good knowledge, skills or professional attitude. Requires limited supervision.

2. Limited Achievement:Student demonstrates fragmented knowledge, skills or professional attitude. Requires close supervision.

1. Inadequate Achievement:Student lacks knowledge, skills or professional attitude.

0. No Instruction/Training:Student has not received instruction or training in this area.

## Benchmark 1: Analyze factors related to providing family and community services.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 1.1 | Determine personal responsibility for self and family in relation to expectation of social intervention. |  |
| 1.2 | Understand social responsibility for providing services to persons, families and communities in need. |  |
| 1.3 | Analyze importance of accurate communication strategies and implications if not in place. |  |
| 1.4 | Describe the structure of community based non-profit organizations and identify their manner of conducting business and achieving goals. |  |
| 1.5 | Identify and evaluate resources in place to address needs of society. |  |
| 1.6 | Compare and contrast social programs to meet the needs of those in need. |  |
| 1.7 | Evaluate community services and resources to identify needs for improvement or promotion. |  |

## Benchmark 2: Practice individual skills to prepare for roles in family, school, community and work settings.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 2.1 | Analyze and apply decision-making skills through classroom, personal, community and work-related experiences. |  |
| 2.2 | Apply problem solving and critical creative thinking to predict outcomes of personal decisions. |  |
| 2.3 | Practice techniques for conflict resolution in human services applications. |  |
| 2.4 | Identify a personal vision for work and life, comparing it to the vision process of non-profit agencies and community agencies. |  |
| 2.5 | Design and carry out a planned individual goal. |  |
| 2.6 | Communicate, participate and advocate effectively in pairs, small groups and teams in order to reach common goals. |  |

## Benchmark 3: Utilize leadership and teamwork skills to address advocacy for others.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 3.1 | Analyze the characteristics of successful community, agency and volunteer leaders. |  |
| 3.2 | Determine role of trust, honesty, empathy and ethics in the human services field. |  |
| 3.3 | Demonstrate ability to meet complex responsibilities of leader and follower roles. |  |
| 3.4 | Understand advocacy and the process of making change happen. |  |
| 3.5 | Understand the system to advocate on the local, state, national and international levels. |  |
| 3.6 | Demonstrate a working knowledge of parliamentary procedure and role to move toward goal achievement. |  |
| 3.7 | Organize a group effort to influence decisions that impact others in a positive manner. |  |
| 3.8 | Develop a strategic plan and implement that plan to meet advocacy goals. |  |
| 3.9 | Participate in advocacy work related to an agency or organization strategic plan. |  |
| 3.10 | Differentiate between situations that require personal prevention or intervention and those situations that require professional assistance. |  |
| 3.11 | Analyze situations which require crisis intervention.  |  |
| 3.12 | Summarize the appropriate support needed to address selected human services issues.  |  |
| 3.13 | Identify strategies that help participants make informed choices, access resources and support, follow through on responsibilities, and take appropriate risks.  |  |
| 3.14 | Demonstrate effective verbal and nonverbal communication skills that support individuals and families with a variety of conditions that could affect their well-being.  |  |
| 3.15 | Summarize the importance of friends, family, and community relationships for individuals with a variety of conditions that affect their well-being. |  |

## Benchmark 4: Enhance career readiness through practicing appropriate skills in family, community and work applications.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 4.1 | Enhance development of 21st century process skills (e.g. critical thinking, creativity, goalsetting, problem solving, decision making, leadership, management, cooperation). |  |
| 4.2 | Demonstrate collaborative skills to meet the needs of people across the life span. |  |
| 4.3 | Demonstrate ability to work with diverse groups successfully. |  |
| 4.4 | Conduct self in a professional manner in practical human service settings, organizational forums and when working with decision-making bodies. |  |
| 4.5 | Train others to follow established rules and expectations by sharing rationale and consequences of non –compliance. |  |
| 4.6 | Demonstrate ethical use of technology for advocacy purposes. |  |
| 4.7 | Analyze benefits of professional organizations to enhance advocacy efforts and leadership development. |  |

I certify that the student has received training in the areas indicated.

Instructor Signature:

For more information, contact:

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