



Beyond Borders

Summative Leadership Project

Leadership BLOG, VIDEO and SPEECH SUMMATIVE:

Each student is asked to blog, develop a video and write/deliver a speech to sell your personal skill sets and leadership style to the class. The class will be completing a performance appraisal based on the evidence you present in your speech. Your objective is to carefully prepare a video and leadership speech that will highlight your achievements, experience and skills that demonstrate your leadership abilities. Based on the completed performance appraisals students will vote to nominate students into departments that best fit each student's leadership ability.

Management positions include:

- 4 Senior Executive Positions:
 - # VP of Sales and Finance
 - # Director of Marketing Community and Operations Entertainment
 - # Director of Guest Services (Human Resources and Operations Foyer)
 - # Director of Creative Projects (Tech Team, Evening Speeches, MC's, Video Development, Construction Projects)
- 1 CFO
- 2 CMO's - one for in-house needs (evening program, etc.), one CMO for community marketing needs.
- 2 Chief Operating Officer Positions (One member for River Run events and One member for Food/Foyer Entertainment)
- 1 Sales Manager
- 2 Human Resource Managers - One for each class (North and South)

Executive Positions:

- # 2 Executive members as Master of Ceremonies
- # 2 Executive members as Video Developers
- # 1 Master of Decorations - Opps Team
- # 6 Speech Deliveries - Teams of 2
- # 3 Special Projects Executives to lead the awards evening event
- # Chief Editor - Review and edit all written material for the event

Marketing Community Specialist Roles:

- # Social Media Coordinator
- # Website Developer
- # Brochure Developer

Part One: Blog the Past

Using Word Press you are asked to post your responses to the questions found online. Numerous leadership stories are provided to help you reflect on your own leadership thoughts and past experiences. All detailed instructions for this component are found on Word Press.

Part Two: Video Present

- What have you demonstrated this semester that shows the class your leadership ability?
- Provide visual examples of accomplishments and involvement from the past two years.
- Highlight your accomplishments or work this semester and explain how it defines your leadership abilities.
- What have you done this semester to earn this position? Are you capable of leading this class to greatness? Explain and discuss, why you are the ideal candidate for this position.
- What is your leadership style? (Consider Blake and Moutons Leadership Grid and Management Theory)
- Why would you be considered a great choice to lead the class? (Describe your personality, character, qualities, values, etc.) What makes you stand out as a leader?

Part Three: Speech for the Future

Written Component: Each student must submit a written component of your speech (prior to delivering the speech to the class).

Ensure to consider the following when developing your CEO Speech. Each student has a maximum of 5 minutes.

- What is your vision for the class? (Consider QWL Indicators that apply)
- What are your thought on the classes current position? What do we need to overcome? What are our greatest strengths and weaknesses? How will use help us to utilized and improve on these areas?
- How will you promote teamwork, motivation and overall event success?
- What have you done outside of the school setting that demonstrates your leadership ability?
- Review the speech “Leadership Performance Appraisal” to review what the class is looking for in a leader.
- Highlight your leadership strengths and attempt to motivate the class to vote for you.

** This next component of the assignment (the interview component) is NOT an evaluated component of this summative.*

Student Nominations and Alumni Interviews: Morning Interviews

For each of the management and executive positions your class will nominate 3 students to interview for the position and Mr. Parsons will select one. The class cannot nominate students for more than one management/executive position. Once the class has completed the nomination process Beyond Borders Alumni (who served in the management positions previously) will be interviewing and hiring for the following positions:

- Director/VP Positions, 1 COO, 1 HR Manager, 1 CFO, 2 CMO’s, 1 Master of Decorations.
- The two Vice President positions will be entirely based on student hiring. Those not completing interviews will complete interview and make hiring decisions.

Mr. Parsons Nomination and Administrator Interviews: Afternoon Interviews

Mr. Parsons will also nominate 3 students for each of the following positions and Ms. Osmond will select one (with the exception of CFO - Ms. Osmond will hire for the position and only 2 students will be nominated). They will base this on their observations throughout all aspects of the semester. They may only nominate students once throughout the entire process. The students that are nominated will then be interviewed by Administrators - this could be Superintendents, Principals, Vice Principals, etc. (and they will hire 1 person for the following positions).

- Directors/VP's, 1 COO, 1 Sales Manager. (5 Minute Interviews = 1 Hour)**
- The Advanced Functions Teacher will be interviewing and hiring for the CFO Position.**
- Mr. Reimer will be interviewing and hiring the Chief Editor**

Curriculum Expectations:

- Demonstrate appropriate techniques for making group and individual presentations (e.g., use a variety of appropriate visual aids, make eye contact where appropriate, speak clearly).
- Did you demonstrate effective oral communication strategies appropriate to the target audience? (Did you communicate clearly, and professionally, to teacher or a prospective employer?)
- Describe the techniques used to improve communication skills (e.g., active listening, constructive feedback, use of technological tools).
- Analyse how personal perception can influence the interpretation of information and thereby affect the decisions an individual makes.
- Analyse the relationship between an organization's objectives and the human- resource process (e.g., planning, recruitment, selection).
- Explain the nature and importance of performance appraisal within an organization.
- Compare major performance-appraisal methods and techniques
- Analyse the elements that shape human personality (e.g., cultural, social, and family influences) and their impact on human behaviour.
- Explain the relationship between job satisfaction and an individual's personality, attitudes, and perceptions.
- Use proper business vocabulary in oral and written communication.

Communication – Did you convey meaning?

(BLOG /30 marks, VIDEO /30 marks, SPEECH /30 Marks)

- Were all questions addressed clearly? Did you convey your thought and feelings with appropriate defence and expression?
- Was your information clearly expressed and logically organized?
- Were visuals provided (where appropriate) to highlight your leadership and team strengths?
- Were strong communication skills presented to help persuade your audience and to promote your personal goals?
- Was professionalism used in your communication of ideas?
- Mr. Parsons will walk through all evaluation criteria in more detail with project instructions.

A great supporting article to help you develop your speeches...Abraham Lincoln is arguably one of the best persuasive speech writers in history. To help you prepare your leadership speech you may consider using the suggestions below;

In the four years that Abraham Lincoln was president, the American public gradually discovered, much to its collective astonishment, that this unprepossessing Illinois politician had remarkable abilities as a writer. In that brief period, and in the midst of a relentless siege of crises and distractions, he produced not one or two examples of provocative writing (which is more than most presidents can manage) but a whole series of unmistakably impressive documents. Even though confined to such unpromising formats as ceremonial speeches, messages to Congress, proclamations, and public letters in newspapers, Lincoln's presidential writing proved to be timely, engaging, consistently lucid, compelling in argument, and most important of all, invested with memorable and even inspiring language. Eventually it began to shape public attitudes and was a telling factor in the success of his policies. (<http://theamericanscholar.org/lincoln-the-persuader/#.UWbtGjkTsb0>)

Keep it short.

Every year, Congress is forced to listen to the President give his State of the Union Address for more than an hour. Lincoln's speech followed a two-hour oration by Edward Everett that was 13,607 words long. Lincoln's speech, by contrast, lasted for two minutes, and was 10 sentences (or 272 words) long. But it was much more powerful. Capture the key emotions and ideas you want to convey in as little time as possible. If you can deliver a two-minute speech, instead of a 30-minute droner, your audience will actually listen, and will love you for your brevity.

Abandon the formalities.

The President usually starts his State of the Union Address by acknowledging all the dignitaries, and thanking a million people. Many other speakers make this same mistake, and ruin their speeches. By the time you're done acknowledging and thanking everyone, you've lost your audience. Go right into the meat of the issue, and your audience will pay attention. Lincoln skipped any kind of intro and began with the key to his speech.

Have purpose.

Don't just get up to speak and make yourself sound good or your organization look good. Speak to communicate a message, and to get your audience to act. Lincoln did this by regaling his Union's purpose and resolve to win a war for the ideals of the forefathers of the United States.

Connect to your audience's hearts.

A speech is not a logical argument, or a listing of accomplishments or facts or events. Lincoln knew his audience, and spoke to their emotions, by showing them that the men who died on the battlefield of Gettysburg did so for certain ideals, and asking them to ensure that those men did not die in vain.

Speak to larger truths. While it isn't best to be too grandiose, especially if you are speaking to small audience like your child's 2nd grade class on career day, it's best if you connect your ideas and words to larger causes and ideals, as Lincoln did when he connected the cause of the Union to the ideals of liberty and equality conceived by the forefathers of the nation.

Speak to the larger audience.

When you give a speech, ideally, it's not just to those before you. Lincoln knew that the Gettysburg address was not really addressed to the audience before him, but to the nation as a whole (and perhaps to history). But his short little speech was reprinted across the nation, and it had an effect on many people. This happens today — speeches by Steve Jobs, for example, are not just for the audience at the conference, but to the entire world. Think about how your speech will affect a greater audience, and what message you want to convey to them. With the Internet, your speech can be communicated to many others.

Use imagery.

Lincoln used imagery for birth and life and death — “conceived” and “brought forth” and “perish”. It is important to do more than use bland words, but to create a picture in people’s minds through your words. The imagery, of course, should be related to your central theme.

Recall more famous lines.

Lincoln opened his speech with a line from a more famous (at that time) document, the Declaration of Independence (“that all men are created equal”). The reference brings with it many ideas and emotions associated with the Declaration of Independence and the men who signed it. Other famous lines that could be referenced include the Bible, Shakespeare, poetry, songs, books, other speeches. The references bring a lot more with them than just the phrase or quote you use, if your audience is familiar with it.

Revise, revise, revise. Lincoln wrote several versions of his speech before settling on the final version. Each revision should cut out the unnecessary, develop the central idea, make the words flow more smoothly, and powerful develop imagery and phrases.

End strong.

Lincoln ended the Gettysburg Address with the line “that government of the people, by the people, for the people, shall not perish from the earth.” And that line went down in history. End with a line people will remember, that contains the message you want them to remember, because, aside from the opening, it's the most important line.