From the Ground Up: Building Leaders, Pushing Forward

Metanoia Community Development Corporation
in partnership with
College of Charleston’s Community Assistance Program
From the Ground Up: 
Building Leaders, Pushing Forward 

Metanoia Community Development Corporation

in partnership with

College of Charleston Community Assistance Program Contributors:

Ali Titus, Lead Researcher
Caitlin Martin
Allison Schnake
Leanne Veach

Under the Direction of:
Janet L. Key, Director, Community Assistance Program

November, 2010
Contents:

Introduction ....................................................................................................................................... 4

Part One:

History ............................................................................................................................................... 6

Vision, Mission, and Principles ........................................................................................................... 8

Population ........................................................................................................................................ 9

Programs .......................................................................................................................................... 12

Part Two:

Youth Leadership Development ........................................................................................................ 15

Integrated Leadership Development Standards .................................................................................. 17

Transformational Leadership .............................................................................................................. 21

Recommendations for Future Cultivation ........................................................................................ 24

References ......................................................................................................................................... 25

Appendixes ........................................................................................................................................ 26
Introduction

In the spring of 2009, Reverend and CEO Bill Stanfield approached the College of Charleston’s (CofC) Community Assistance Program (CAP) regarding assistance with the creation of curriculum standards, and a partnership was born. CAP is an organization housed within CofC’s Master of Public Administration (MPA) program and is staffed by a director and graduate assistants from that program. It seeks to provide capacity building services to both nonprofit and governmental agencies across the greater community at nominal cost. As students of public administration, CAP assistants are problem-solvers, resource locators, and collaborative partners. Although no staff researchers had an educational background in creating curriculum standards for a progressive child/youth leadership development program, the sum of talents and expertise existing within the CAP office and its larger network offered enough direction to build momentum and passion for the project.

The process of designing new standards began as a search for information regarding details about child/youth development as it pertains to leadership. After an initial review of literature, CAP assistants were able to redefine Metanoia’s three core tenets (character, presence, and excellence) in a way that was concise and concrete. The definitions served as a framework for the standards themselves, which provide an overview of ideal behavior using specific examples and illustrations.

Upon generating new definitions and standards, CAP began the process of creating the following narrative. This document is a two part examination of Metanoia. The first section is a history and overview and includes information regarding Metanoia’s history, vision, mission, principles, population, and programs. The second half of this narrative serves as a guide to youth leadership development as it applies to an asset-based community development organization. As its children are at the center of a community’s most important strengths, CAP seeks to provide Metanoia with a document that will actively assist with building leaders who can, in turn, strengthen their community for years to come. Thus, the second half of this document begins with a discussion of youth leadership development, its importance, and some best practices in the field. From there, the narrative moves into an overview of the Integrated Leadership Development Standards, their process of formation, and some additional information regarding development at different stages. In this section, readers can locate a copy of the revised definitions as well as the new standards. An overview of transformational leadership as an ideal style follows the curriculum section, and the second half of this document concludes with a few recommendations for further thought and cultivation.
Part One

Metanoia Community Development Corporation: A Snapshot
History

Metanoia began in 2001 when the South Carolina Cooperative Baptist Fellowship decided to initiate a ministry in the area of South Carolina with the highest concentration of child poverty. Believing that faithfulness to the gospel means caring for the most vulnerable in our midst, they hired urban ministers Bill Stanfield and Evelyn Oliveira in 2002 to begin the “Charleston Poverty Initiative” by spending a year listening to community residents. The goal of this year was to avoid duplicating existing services and to display an authentic trust that community residents know the solutions to their own problems.

Early in 2003, Evelyn and Bill formed a local “Board of Advisors” made up of a majority of community residents. The name “Metanoia” was chosen to highlight the faith aspect of its work and to de-emphasize the focus on poverty in our community. Metanoia, a Greek word that comes from the original language of the New Testament, means ‘to make a positive transformation.’ In the first year of listening, the leading concern of community residents was having a positive-safe place for children to be after school. As a result, the Board of Advisors decided to start a leadership based after-school program. In August of 2003, Metanoia’s Young Leaders Program began with 17 students recommended by Chicora Elementary teachers for showing leadership potential.

By January 2004, the Board of Advisors became a nine member Board of Directors, and Metanoia Community Development Corporation was born. Also in that year, Metanoia led an ultimately successful campaign to overturn a Charleston County School Board Decision to close Chicora Elementary School. By the end of 2004, Metanoia received a statewide achievement award from the South Carolina Association of Community Development Corporations. In response to severe housing insecurity issues for students in the leadership program, Metanoia began a homeownership initiative in early 2005 that included homeownership classes and rehabilitating homes for first time homebuyers. Our first new homes were completed in the summer of 2005, and Metanoia became a Certified Community Housing Development Organization.

In 2006, Metanoia sought to wed national best practices with a concern for students’ well being during the summer by hosting a Children’s Defense Fund (CDF) Freedom School. The Freedom School offers students a dynamic curriculum that teaches the love of reading and values education. The school began with 50 students and grew to 100 students in the summer of 2008. Metanoia’s Freedom School continues today with 120 students involved each summer.
Also in 2006, Metanoia began an owner occupied repair program to help very low income homeowners maintain their homes.

By 2007, Metanoia was sustaining its youth leadership and housing programs and recognizing the need to create economic development opportunities that could help develop existing community assets. Receiving a SC Department of Commerce grant to fund the HUB Minority Contractor training academy, over 45 small contractors were trained to have stronger business and green building skills. This same grant would be used in subsequent years to create a screen printing business for Metanoia youth, support a local farmer’s market, and to fund a culinary arts job training facility in partnership with the Lowcountry Food Bank.

As Metanoia continued to sustain and build its programming, it received several significant awards. First, we were one of two organizations in the state to win the 2009 Erin Hardwick Award for Non–Profit Excellence from the SC Association of Non-Profit Organizations. In the same year, the SC Secretary of State recognized Metanoia out of over 8,000 registered charities in the state as one of ten “Angels” for offering exceptional programs with a low overhead. Finally, Metanoia received word that it was one of six awardees for the Metlife Community Police Partnerships Award out of over 650 applicants across the nation. This award was given for Metanoia’s partnering with the North Charleston Police Department in a way that significantly reduced crime in our community.

Through all of its growth and new initiatives, Metanoia has maintained a relentless commitment to discover and grow assets within the Chicora/Cherokee community. Metanoia’s current strategic plan carries the movement through 2013 and places a high emphasis on growing our depth of understanding and effectiveness in leadership development. The standards contained in this publication are a foundation upon which we anticipate gearing our entire subsequent curriculum and program choices for years to come.
**Vision, Mission, and Principles**

**Vision Statement**

Metanoia envisions a diverse community of people that are inspired and empowered to make the community better for generations to come; where homeownership and work are accessible to all; where there are academically achieving schools; where businesses and churches benefit the community; where the quality of life includes green space and recreational opportunities; and where Reynolds Avenue is a hub of community activities. We recognize that the current residents of our community are essential to the accomplishment of this vision.

**Mission Statement**

Metanoia Community Development Corporation is a movement of people, rooted in faith. We invest in neighborhood assets to build leaders, establish quality housing and generate economic development. We are pushing forward into new relationships with God and one another to create strong communities.

**Principles of Work**

*In all of its programs and organizational operations, Metanoia will operate with three primary principles of work:*

**Community Based:** We seek the input and involvement of community members, acknowledging that they are the true experts on how to address issues within their own neighborhoods. Though individuals and organizations from around the country support Metanoia, we acknowledge that it needs grassroots direction from the southern North Charleston community to survive and thrive. Metanoia will not pursue initiatives without community support, and we will always maintain a majority of seats on our board of directors for community residents.

**Asset Driven:** Metanoia recognizes that all communities have both deficits and gifts. We believe that the best way to strengthen a community is to invest in neighborhood gifts and not focus on neighborhood deficits. We will consistently place our own resources behind boosting the existing assets of our community, believing this is the most efficient way to fulfill our mission.

**Rooted in Faith:** We seek to embody the Spirit of God within a specific community (southern North Charleston). We gain our primary sense of direction by asking how God would have us respond to particular issues within our neighborhoods.
Metanoia serves the southernmost communities of North Charleston with a particular emphasis on the Chicora Cherokee Neighborhood. Most of the students in Metanoia’s Leadership Development Program attend school in Chicora/Cherokee and are residents of the community.

The population of the Chicora/Cherokee neighborhood has undergone several significant changes in the last fifty years. Our neighborhood experienced rapid growth during World War II because it abuts the former Charleston Naval Base. Initially, the community was made up of working class, white citizens. In the late 1960s and 1970s the neighborhood began to transition from a primarily white community of home owners to a primarily African American community with a large percentage of renters.

### Population Demographics (2000 Census Statistics)

**Overall Population: 4,463**

<table>
<thead>
<tr>
<th>Racial Makeup</th>
<th>African American</th>
<th>White non-Hispanic</th>
<th>Hispanic and other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>85%</td>
<td>12%</td>
<td>3%*</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Age</th>
<th>Youth (under 21)</th>
<th>Adults</th>
<th>Seniors (Over 60)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>33%</td>
<td>53%</td>
<td>14%</td>
</tr>
</tbody>
</table>

* We estimate that the current Hispanic population is significantly higher than the 3% reported here

### Income (2000 Census Statistics)

<table>
<thead>
<tr>
<th>Chicora/Cherokee Community</th>
<th>2000 Census Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total households in Chicora/Cherokee</td>
<td>921</td>
</tr>
<tr>
<td>Households making $45k or above</td>
<td>22%</td>
</tr>
<tr>
<td>Households making between $45k and $20k</td>
<td>32%</td>
</tr>
<tr>
<td>Households making below $20k</td>
<td>46%</td>
</tr>
</tbody>
</table>
Income levels in our community have followed expected patterns. As Chicora/Cherokee has transitioned from a middle class neighborhood of homeowners to a low income neighborhood of renters, it has suffered a decline in income. However, over half our households are earning a living that puts them above the poverty line. Approximately 1/3 of residents are earning a comfortable living of above $45k in annual income. In 1999, Per Capita Income for Chicora/Cherokee was $11,995.5.

**Education and Training (2000 Census Statistics)**

<table>
<thead>
<tr>
<th>Percent of Population with High School Education or Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age 18 to 24 years</td>
</tr>
<tr>
<td>55%</td>
</tr>
<tr>
<td>Age 25 and older</td>
</tr>
<tr>
<td>60%</td>
</tr>
</tbody>
</table>

Percent over 25 with Bachelor’s degree or higher: 8.75%

The primary educational institutions in our community are Chicora Elementary School (K-5) and Charleston County’s Military Magnet School (6th-12th grades). Our local elementary school has served as the heart of our community for many years. In November of 2010, Charleston County voters approved a penny sales tax that will fund the school district’s building program which includes a new Chicora Elementary School. Also in 2010, Chicora Elementary School moved out from under the ‘failing school designation’ as a result of rising test scores.

During its summer Freedom School, Metanoia also serves students from Mary Ford and Burns Elementary Schools in addition to Chicora Elementary. With the exception of Chicora Elementary and the Magnet School of the Arts, which a few of Metanoia’s students attend, all of the schools in Metanoia’s area of focus are considered ‘failing schools’ under the Federal No-Child Left Behind Designation.
Investment Climate

In the past two years, the only significant commercial development in our community has been the addition of a Family Dollar store. Our neighborhood was once a major hub of shopping for the Charleston community. The main street in our community, Reynolds Avenue, is a commercial strip that has undergone several transitions. Initially, the street housed some of the Charleston area’s finest shops. Later, with influences from the naval base, the strip was consumed by bars, pawn shops, and other businesses that catered to the sailors. Currently, Reynolds Avenue is mostly comprised of vacant shops, storefront churches, a laundromat, and a liquor/convenience store. In addition, our neighborhood houses a shopping mall (Pinehaven) that was the largest mall in SC at the time of its building 1960s.

In 2010, Metanoia acquired 2 buildings on Reynolds Avenue. Plans are to redevelop these buildings as a youth entrepreneurship center. The City of North Charleston also acquired the Shipwatch Square property with the primary goal of attracting a grocery store to the parcel.


<table>
<thead>
<tr>
<th></th>
<th>Eligible number of workers</th>
<th>Working</th>
<th>Armed services</th>
<th>Civilian</th>
<th>Unemployed</th>
<th>Not in labor force</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td>1750</td>
<td>64%</td>
<td>.1%</td>
<td>61%</td>
<td>11%</td>
<td>36%</td>
</tr>
<tr>
<td>Females</td>
<td>1582</td>
<td>50%</td>
<td>.01%</td>
<td>49%</td>
<td>6%</td>
<td>50%</td>
</tr>
</tbody>
</table>

Currently, many of our residents are employed in service oriented jobs that support Charleston’s tourist industry, the Medical University of SC, and local commercial enterprises. Some residents hold higher paying jobs with industrial businesses.

The Chicora /Cherokee community suffers from significant disinvestment and poverty. Most of our housing stock is not being kept up, and there is a lack of investment in community infrastructure and commercial properties. Our local elementary school is a Title I school with 98% of its students on free/reduced lunch.
Programs

Metanoia has three areas of strategic investment in assets that are community supported and capable of generating significant community transformation.

Build Leaders

Since our inception, we have recognized that young people of promise are some of the most significant assets in our community. Metanoia works with community youth year-round to give them leadership skills through opportunities to build character, commitment to excellence, and ability to have the presence of a leader.

As the best leaders live at the intersection of these three traits, Metanoia seeks to offer programming that roots students in an ability to grow in each area simultaneously. We are building a leadership pipeline that offers developmentally appropriate standards and curriculum for students to grow their leadership skills. Through our after school leadership programs and our Children’s Defense Fund Freedom School in the summer, we are building a new generation of leadership for our community that can promise a better future.

Establish Quality Housing

We offer financial literacy classes and homeownership opportunities in neighborhoods with the highest rental rates in the Charleston region. As homeowners are developed in our community, they bring positive community transformation for their families and their block. Homeownership provides the vehicle for families to grow their own wealth, and as they build equity, they gain a stake in keeping our community safe and clean. On blocks where Metanoia has rehabilitated or built new homes, we have seen dramatic reductions in crime. For
example, on Ubank Street in North Charleston, where we developed six homes, violent crime has decreased by over 60%.

Metanoia also encourages long time homeowners in our community by providing much needed repairs for people on a low fixed income. In this way, we preserve the existing asset of our current homeowners, and we create more healthy living environments.

**Generate Economic Development**

As a part of our holistic efforts to help our community recover, we understand that creating economic opportunities for community residents is essential. We have accomplished this goal in past years by funding a minority contractor training academy, operating a neighborhood farmer’s market and partnering with our local food bank to build a production kitchen for job training. Currently, we are focused on building two youth businesses and revitalizing the Reynolds Avenue corridor through construction of a youth entrepreneurship and volunteer center.

The ultimate goal of our economic development projects is to create opportunities for local residents to build and sustain their income. We recognize that a healthy community is one where individuals have genuine opportunities for earned income. That income must also remain in our community through additional opportunities for local spending that create economic opportunities for others.
Part Two

Building Leaders:  
*Character, Presence, and Excellence from a Developmental Perspective*
Youth Leadership Development

As an asset-based community development organization, Metanoia’s emphasis on childhood development is as practical as it is critical. Metanoia’s commitment to building leaders will serve to benefit both young people and the community, presently as well as in the future. Upon approaching the topic of leadership development, researchers utilized Metanoia’s three tenets of character, presence, and excellence as a framework through which to define the idea. Developing an understanding of leadership as the sum of these three core components expands research possibilities, as there is a wealth of literature regarding the development of each of the tenets throughout childhood.

Approaching youth leadership from a developmental perspective is among a few best practices in the field, as potential for great and transformative skills begin in very early childhood. In order for a leadership program to be most effective, it should “build on solid youth development principles, with an emphasis on those areas of development and program components that support youth leadership” (Edelman, 2004). In an effort to generate a tool for building leaders from the ground up, researchers found it appropriate to place a special emphasis upon developmental milestones, particularly focusing upon ideal qualities expressed in strong leadership. A well-built program should focus upon “assets, defined as factors- both internal and external- that promote positive development” and should attempt to bolster outcomes in the areas of “cognitive, social, civic, cultural, spiritual, vocational, physical, emotional, mental, personal, moral, or intellectual development” (Edelman, 2004). In other words, in an effort to provide children and youth with an opportunity to become strong leaders, it is vital to utilize a holistic approach which focuses on the total individual throughout progressive developmental stages.

In implementing this holistic, individual approach to building leaders, cultural relevance is vital. As important community assets, young leaders should be provided with ample opportunities to explore
and establish a firm ethnic identity. Ethnic identity is critical to positive self-esteem and belonging and it should be addressed by the early stages of development. As explained by Cheryl Holcomb-McCoy in “Ethnic Identity Development in Early Adolescence: Implications and Recommendations for Middle School Counselors,” “ethnic and racial attitudes among children appear to crystallize by about 10 years of age.” A major recommendation offered by Holcomb-McCoy is to facilitate opportunities for youth to explore their own ethnic identity through group work. She also stresses the importance of commitment to an internalized ethnic identity that will lead to “a sense of ethnic pride, belonging, and confidence.” Cultural relevance is among Metanoia’s defining characteristics, and through opportunities such as the Children’s Defense Fund Freedom School, children can learn more about community leaders as well as explore aspects of their own culture through reading.

Along with opportunities for internal development in areas such as ethnic identity, youth leaders must be presented with chances to act. Metanoia’s commitment to this philosophy can be seen through opportunities for youth to participate in community service as well as entrepreneurial endeavors. Particularly under an asset-based model for community development, utilization of youth in problem solving is mutually beneficial for participants as well as the community at large. Service learning, a nationally recognized best practice, is critical to a child or youth’s ethnic identity as well as the discovery and employment of his or her talent and passion. It is a vehicle through which empathy is gained, understanding is expanded, and creativity and collaboration are facilitated. Allowing youth the opportunity to become stakeholders by directing organizational efforts fosters leadership abilities and builds confidence. Giving youth a seat at the table both emphasizes their value as organizational/community assets and allows them to make an impact. The National Youth Leadership Council recognizes “youth voice” as being about “working with youths as partners, leaders, and advocates to improve the world” (National Youth Leadership Council, 2005). In order for an organization to effectively become involved in allowing youth to participate in decision making and programming, it is important to facilitate organizational readiness. This can be achieved through training for youth and adults, collaboration with other groups who have already integrated youth into important processes, and generating a culture of mutual respect and open communication among all stakeholders. Engaging youth at the decision making level of an organization is a great way to empower younger generations to participate in community change as well as demonstrate the success of a strong leadership curriculum.
The primary goal of the researchers was to create a product based upon Metanoia’s ideology that is a combination of academic information and practical application and can be easily understood and integrated into the curriculum. Ideally, it would be a tool that provides a way to measure success, a tool that understands and honors the importance of cultural relevance, and a tool that pays credence to the value of serving others and servant leadership. The initial standards provided by Metanoia served as the framework for researching and redefining character, presence, and excellence in a way that is concrete and measurable.

In contrast to the original standards, the new document exists in two sections. The first portion provides a theoretical framework for understanding the three tenets individually and as complimentary attributes. The second section consists of measurable Integrated Leadership Development Standards that underscore the connection between intangible qualities and behavioral tendencies. The revised definitions and standards can be found in Appendixes A and B, respectively.

In generating the standards and measures that apply to the definitions of character, presence and excellence, researchers reviewed considerable educational and developmental resources. The most appropriate body of work examines child and youth development on an age spectrum. The research by Gordon G. Vessels was a primary source of information regarding specific developmental milestones of school-aged children. The age groupings utilized in the standards are congruent with those used by Vessels in Character and Community Development: A School Planning and Teacher Training Handbook. While analyzing behavior for different age groups, it is important to keep in mind that children develop at different rates. The documented behaviors and traits represent those ideally achieved by leaders at the top of the age group. Therefore, lessons for each developmental group should center on the age appropriate standards, but it is important to be mindful of the fact that children within each group may master the skills at different times and on different levels.

Upon approaching the standards, it is important to note that researchers concentrated on the most basic and crucial manifestations. However, it is necessary to examine supplemental attributes that may accompany young leaders at different ages. This research consistently focuses on the ‘ideal’ young leader and does not necessarily account for individual differences. Therefore, in creating new curriculum to work in conjunction with this tool, it is important to tie in factors unique to the community in order to support the establishment of a strong ethnic identity and sense of self as a distinctive and valuable individual.
In order to utilize the standards to their maximum potential, it is vital to take a more in-depth look into a few concepts that they introduce. Without overwhelming readers with information, this section of the narrative seeks to provide a little more insight into researchers’ intentions and will offer explanations in the same order that they are presented in the standards themselves. Of course, there is much more knowledge to be gained in the area of child/youth development. As knowledge of child and youth development is continually evolving, the following section touches upon a few issues that are currently most relevant to Metanoia’s Integrated Leadership Development Standards.

**Kindergarten-2nd Grade**

In Metanoia’s standards, the term “perspective taking” is introduced in the very first footnote. Perspective taking begins in early childhood and relies upon the help of adults. In very early childhood, it simply refers to the ability to correctly articulate feelings- to recognize one’s own feelings as well as the feelings of others. Of course, at such an early age as kindergarten, children will be unable to use specific labels, likely sticking to words such as “happy” or “angry.” Perspective taking, while seemingly simple, is absolutely crucial to the process of developing empathy. Even if empathy lacks independence in childhood (i.e. a parent asking a child how s/he thinks someone else feels about a certain occurrence as opposed to a child generating those ideas him/herself), focusing upon it lays the building blocks for future emotional intelligence and understanding. Even if not automatically, children should see, understand, and discuss their own perspectives as well as those of others. This can be encouraged through discussions during story time, favorite television shows, or even in conversation about real life scenarios.

The first grouping of the standards also raises the issue of effective communication. Effective communication is a life-long goal that may take many, many years to master. While this is a long process that requires a significant level of ability, the foundation for effective communication is laid in early childhood. Communication, at its best, is as much about listening as it is about sharing words. A child’s ability to focus upon a speaker and to comprehend age-appropriate messages is vital to his or her ability to successfully communicate as a leader. Communication is only healthy when the message received by the listener is the one intended by the speaker. This skill is a cornerstone of transformational leadership. In order for a leader to gain the respect of his or her community, s/he must have an outstanding ability to communicate.

Finally, by the time a child finishes the second grade, it is ideal that s/he has the courage to positively interact with children and safe adults both within and outside of his or her family. A special emphasis is placed upon the concept of courage, as it is critical to a child’s ability to interact with diverse groups of individuals in the future. A positive attitude towards those outside of a child’s family and core group of friends is a vital ingredient in his/her capabilities as a leader. As a child's perspective taking abilities become more sophisticated between first and second grade, it is important to hold him/her to a higher standard of citizenship and respect in peer groups and interactions with adults.
**3rd-5th Grade**

During this stage, young leaders should master the ability to approach and/or interact with a diverse range of safe individuals in a respectful manner. Perspective taking has reached a new, cognitive level, and youth should have a stronger sense of empathy. By the end of fifth grade, students should have the ability to see the world through many sets of lenses using fairly sophisticated reasoning skills. At this age, children have a deeper understanding of fairness and are ready to identify different injustices, responding with a healthy combination of empathy and logic. Through his or her understanding of others’ emotions, young leaders should treat individuals with consideration. By the time a child finishes the fifth grade, s/he should have the ability to self regulate in conversations, remain within the boundaries of respect, and treat others as s/he would want to be treated regardless of emotional impulse. While children should demonstrate the ability to treat others with courtesy, young leaders should be expected to exemplify respect for others as well as empathy and understanding in a variety of situations. It is notable that ethnic understanding is typically crystallized by age ten and that, as a result, these years are an opportune time to provide youth with outlets through which to explore their own ethnic identities.

One important characteristic of children in this stage is the growing importance of peer approval. While family is still influential in the lives of children between 3rd and 5th grades, the need to impress peers grows fairly rapidly. Therefore, it is important for parents and teachers to attend to behavioral tendencies of children in interaction with each other as well as with authority figures. Just as children at this age begin to value the approval of their peers, they are at risk for devaluing themselves out of fear of or actual peer disapproval. This can result in decreased self confidence as well as unnecessary worry or a tendency to be overly competitive. It is important to understand these behaviors as a potential function of self criticism.

**6th-8th Grade**

It may go without saying, but it is absolutely vital to understand the mental and emotional workings of a young adolescent with consideration of the onset of puberty as well as the influence of peers. The combination of increased insecurity brought on by unprecedented emotional tendencies, physical changes, and the different rates at which these become realities for each individual can be quite confusing and often troubling. However, even with these emotional and physical challenges, the middle school years can be an exciting time for youth leadership development.

In the face of growing insecurity and desire for approval of peers, young leaders are most often identified as those exemplifying courage. During this time, an example of an ideal classroom behavior is risking ridicule from peers by pursuing academic excellence. As personal goal setting becomes a reasonable expectation, it is important to attend to the intersection of a student’s goal and the courage
it takes to achieve. Social excellence can also be witnessed when a young leader is able to act with objectivity, separating personal emotions from feedback as well as problem solving (when necessary).

As expressed through a youth’s ability to be more objective, early adolescents begin to see themselves as part of a larger community. By the end of eighth grade, young leaders should express desire for civic participation. It is particularly important at this age to provide opportunities for self exploration as well as positive community role models who exemplify strong leadership qualities. Adults and older youth who are acting in leadership capacities or possess excellent character can serve to greatly enhance confidence and build momentum for reaching goals.

9th-12th Grade

This period marks a time for putting it all together. By the twelfth grade, youth should have established age appropriate ethic identities relative to their experiences in life, confidence in their talents, a strong sense of self-awareness as it applies to both strengths and weaknesses, and a desire to respond to a greater calling. Leaders should be courageous, principled, socially conscious, civically minded, and committed to action.

With these things in mind, it is important to recognize that youth in this age group are only beginning to scratch the surface of self discovery. In order to take young leaders from good to extraordinary, it is important to proceed with caution and a realistic understanding of natural behaviors. It is even more important to provide them with the guidance and support necessary to overcome obstacles, accomplish goals, and guide themselves and others in a positive direction. By the end of 12th grade, young leaders should demonstrate an understanding of themselves as individuals as well as parts of a greater whole. It is vital to facilitate opportunities for developing a strong identity and to measure positive attributes and behaviors associated with this sense of self.

It is the time between 9th and 12th grade that students begin seriously preparing for a future, and young leaders are the individuals who act with diligence and a sincere willingness to do what it takes to meet a goal. As youth are more independent of their families, they are empowered to some extent. What one does with this empowerment is what sets him or her apart as a young leader.

Finally, in an ideal setting, youth should exert a poised demeanor in interactions with others. In presenting oneself as a young leader, one must be genuine and sincere, must approach others with an open mind that disregards stereotypes and preconceived notions, and must feel and express a high level of interest, attention, and empathy. Leaders put others at ease, acting with honest authenticity and obvious good intentions. While these are seemingly lofty aspirations, with strong character, an ability to assertively and effectively present oneself, and a commitment to excellence, they become real possibilities as youth enter into early adulthood.
Literature on transformational leadership recognizes the difference between power and leadership, suggesting that the transformational leader is aware of the importance of his/her relationship with recipients and views these individuals as key components of decision-making processes. In order for leadership to become transformational, both the leader’s and his or her followers’ interests must be realized and respected. Leadership gains transformative power when “the relationship between leaders and followers becomes one in which the purposes of both are elevated through the relationship...[and it] has the capacity to move groups, organizations, or even societies toward the pursuit of higher purposes” (Denhardt, 2009). There are four strategies commonly adopted by transformational leaders in an effort to achieve results:

1) Idealized influence- “Transformational leaders are admired and respected by their followers, and they act as role models or positive influences.”

2) Inspirational motivation- “Transformational leaders communicate high expectations for subordinates and encourage them to aspire to high performance.”

3) Intellectual stimulation- “Transformational leaders encourage their followers to be creative and innovative and to try new solutions to old problems.”

4) Individualized consideration- “Transformational leaders provide a supportive climate in which individuals are encouraged to grow and develop.” (Denhardt, 2009)
A leader with the ability to transform an organization or community is one who cannot only create a new vision but is one who leads with values and a certain level of servitude. By taking on a servant-leader role, individuals are seen as stewards of their community’s trust, as vehicles through which to exceed expectations. Such resounding leadership requires a sophisticated level of emotional intelligence, as it relies heavily upon the quality of relationships and effective communication. Transformational leadership extends beyond action to affect the very core of an individual’s identity. It pays homage to the value of motivation, interconnectedness, and a strong cultural foundation.

Metanoia’s new Integrated Leadership Development Standards emphasize the development of skills pertinent to transformational leadership. By providing a framework that values this unique and effective leadership style, Metanoia’s curriculum can serve to hone a combination of strong character, effective presentation, and unflagging pursuits of excellence.

Cory Booker: A Portrait of Transformational Leadership in the 21st Century

“The real test of leadership has never been who can get people to follow them. We’ve got charismatic leaders who get followed a lot. The real test of leadership is to motivate people to be leaders themselves and to carry the burden.”

Cory Booker

Along with many other obstacles, Cory Booker, the current mayor of Newark, New Jersey, faced extreme challenges as a result of being viewed by his city’s population as an outsider who could not possibly understand the plight (much less the culture) of the citizenry. With the goal of transforming a community, Booker knew that he must first attempt to transform attitudes. His determination and education, combined with an unwavering commitment to the people of Newark, served Booker with a strong foundation, but his ambitious goals to turn the community around called for much more. In an effort to gain the trust and respect of his constituency, Cory Booker abandoned his comfortable, suburban upbringing in favor of public housing in one of the city’s most crime ridden buildings. While not glitch-free, Booker’s story is a case study for what it takes to transform lives and communities.
Now widely regarded as a hero by many members of his community and greater society, Mayor Booker still faces challenges centering on the trust and confidence of his constituents. His success in such important areas as crime reduction and new opportunities for children and families has only come with focused effort and, at times, radical demonstration. What sets Booker apart is a wonderfully unique combination of character, presence, and excellence peppered with strong identity acceptance, a deep passion for service, and a true calling to do whatever it takes to achieve his mission. Driven by strong core values such as integrity, transparency, and justice, Booker asserts that “Social or political change does not simply occur by winning an election. But when people unify under a collective spirit with righteous aims, there is not a single unsolvable or intractable problem. It is all a test of the creative capacity of our community and of our persistence, determination, and willingness to sacrifice” (Booker).

Stories like Cory Booker’s and the many other change agents who have served as indispensible revolutionaries are a source of constant encouragement. While some transformational leaders are creating large scale improvements, there are countless others working tirelessly to inspire and unite their smaller communities around a common goal. In generating Metanoia’s new standards, researchers sought to provide children and youth with opportunities to grow into leaders who will someday have the ability to transform their own communities through exemplifying strong character, pursuing excellence in all aspects of their lives, and presenting themselves with the confidence, poise, authenticity, and self-respect necessary to inspire and motivate others.

“True leadership is not exhibited by how many people one can get to follow but by how many people join together in leading.”
Cory Booker
Recommendations for Future Cultivation

As with any program, there will be room for further development in Metanoia’s future youth leadership development efforts. Upon completing the Integrated Leadership Development Standards, researchers found a few potential areas for future growth.

One of the most critical aspects of any program’s integrity is the way in which it measures outcomes. In order to ensure success of the Integrated Leadership Development Standards, it is important to create a measurement instrument that directly corresponds with the tool (Metanoia’s standards) and its implementation (in this case, the curriculum itself). In the world of child development, generating a scientific tool for practical use is often difficult, as it is nearly impossible to eliminate all subjectivity. In an effort to make measurements as uniform as possible, teachers should be trained to astutely observe student behavior. Teacher observation seems like a relatively simple task, but in keeping an emphasis on integrity, it is crucial to ensure that all teachers are well aware of ways in which to strategically evaluate a young leader’s progress through observation. There is a plethora of literature covering this subject, and it would be useful to choose the area of evaluation most relevant to Metanoia’s program and initiate a training workshop for all teachers.

In addition to implementing a tool through which teachers can record observational evaluations, it might be useful for Metanoa to create its own unique rubric for measuring success. This tool can be used in conjunction with already utilized evaluative tools or in their place. Creating a new measure that directly relates to the Integrated Leadership Standards will bolster Metanoia’s ability to accurately measure curriculum success and create a novel approach to youth leadership.

Finally, it would be wonderful to incorporate into Metanoia’s program a parent education component. Teaching parents the milestones and benchmarks for success in youth leadership development will empower them to reinforce the standards and curriculum at home, providing children and youth with a well-rounded system for accountability. The educational component for parents would serve to facilitate leadership development at home and to boost parental confidence by offering a more in-depth understanding of their children’s behavior.
References


Metanoia’s Three Tenets: 
Character, Presence, and Excellence

In attempting to define each of these tenets, researchers chose a holistic approach, focusing on the whole person and offering definitions of the optimal form of each tenet. For example, upon deciding what “excellence” should look like, researchers deemed it necessary to consider a variety of ways in which one can pursue excellence. In this interpretation, it is important to consider all aspects of a term in an effort to give it a complete definition. As different individuals will excel in different areas, it is necessary to acknowledge excellence as it applies to the whole person. For the purposes of a leadership curriculum to be used in an afterschool setting, one may distribute a higher level of import to academic excellence; however, an “excellent” adult should dedicate him/herself to striving for excellence in many different aspects of his/her life.

Researchers also found that one tenet cannot be considered independently of the other two; energy must be distributed among the three simultaneously. As there is great overlap between each of the three tenets, it makes sense to consider certain aspects of one’s character, for example, as prerequisites for elements of strong presence. For example, in order for an individual to assertively articulate his/her emotions, he/she must first possess an understanding of the emotions themselves. In order for one to pursue excellence in any facet of life, s/he must possess a high level of self acceptance (as it is defined below), which is a core component of an individual’s character.

Definitions

Character:

Character is holistic and represents a merging of core beliefs and moral values with behavior. In this way, it is synonymous with integrity. Just as a system’s integrity is measured by its ability to meet its own goals, a person’s character can be measured by the congruence of his or her moral standards and actions. As a person of good character is committed both to developing a strong set of ethical values and to acting in accordance with them, character itself is a two-fold construct. One’s character can be considered a combination of his/her personal and social integrity (Vessels, 1998, p.41). Therefore, character’s components can be viewed as either personal or social functions. Ultimately, character is a combination of both personal and social integrity; true character must include both working simultaneously. For example, kindness may exist within a person but is usually manifested in a social setting.
1. **Personal integrity**- Personal integrity encompasses such elements as:

   a. Emotional Discernment- Emotional discernment is the internal ability to recognize one’s own emotions as well as those of others. A person’s ability to discern his/her emotional state as well as those of others is the foundation for effective communication, teamwork, and healthy relationships.

   b. Kindness and Compassion- These are virtues that serve as “the heart of ethical decision-making” (Josephson Institute, 2/17/10). Kindness and compassion are exemplified through one’s desire to bring happiness or consolation to others and requires a caring emotional response to “both the pain and pleasure of others” (Josephson Institute, 2/17/10).

   c. Self Appreciation and Courage- Self appreciation is represented by one’s self awareness and knowledge of his or her gifts. Self appreciation is the vehicle through which individuals have the courage to do what is right. It is when a person has confidence in his or her abilities that s/he has the courage to make truly difficult decisions.

2. **Social integrity**- Social integrity encompasses such elements as:

   a. Citizenship- Citizenship is recognizing oneself as a part of a larger system. It is relevant to any number of social organizations including school, workplace, neighborhood, greater community, and society at large. A good citizen recognizes and accepts diversity, has a willingness to learn about different cultures, and acknowledges the good in each person. This person lifts up his/her community and goes above and beyond what is required to serve as a positive force.

   b. Responsibility- Responsibility involves such elements as trustworthiness, accountability, and ethical decision-making. A responsible person is one with the ability to be truthful and sincere in his/her endeavors and relationships. S/he is transparent in his/her actions and understands the consequences associated with his/her choices. This person is willing to admit wrongdoings and accept repercussions. Responsibility requires individuals to make decisions in an ethical way, avoiding solutions which serve solely selfish purposes.

   c. Teamwork- Teamwork centers on working well with others to achieve a collective goal. It requires treating others with respect, fairness, and cooperation. A team player must also possess the ability to compromise and resolve conflict.

**Presence:**

Presence is the marriage of perceived and actual interpersonal and nonverbal communication. Together, these traits create a polished appearance, positive relations, well articulated emotions, constructive group interaction, and a skillful public voice. A person of strong
presence is an effective communicator and carries him/herself with poise. Outwardly, this is exemplified through well-maintained hygiene and appropriate verbal and nonverbal cues. Strong presence cannot be achieved merely through the adoption of individual components of interpersonal and nonverbal communication techniques; rather, it is fostered through the acceptance and practice of all methods of constructive interpersonal and nonverbal communication.

1. **Interpersonal communication:** Interpersonal communication denotes verbal or written information exchanged between individuals and encompasses such elements as:

   a. Public speaking- Public speaking is represented by effective oral communication with an audience. Communication is considered effective when the message intended by the speaker is received by the listener.

   b. Group expression- Group expression is the articulation of personal or collective (group) beliefs, emotions, thoughts, etc. to two or more individuals (Commonwealth, 2001). Positive group expression involves cultural sensitivity, or the understanding the ways in which group and cultural influences contribute to human development, identity, and behavior (Kendall & Marzano, 2004). Cultural sensitivity is exemplified through an understanding of the nature of group functioning and an ability to work with diverse individuals and in diverse situations. Successful group expression also requires open and honest communication.

   c. Identification/articulation of emotions- This indicates the successful recognition and expression of one’s own feelings. One’s ability to successfully identify and articulate emotions involves an understanding of the differences between assertiveness and aggressiveness. Successful articulation of emotions requires a commitment to assertiveness, which can be seen through self restraint as well as an ability to constructively resolve conflict.

2. **Nonverbal communication:** Nonverbal communication is the process of sending and receiving messages by means other than words and involves such elements as:

   a. Appearance- Appearance is defined as the external or visible representation of an individual and incorporates personal hygiene as well as different elements of personal interaction. An individual who is committed to his/her appearance knows and practices basic hygienic habits and expresses him/herself confidently in interactions with others, practicing techniques such as eye contact, firm handshakes, healthy proximity, appropriate gestures, proper tone, etc.
Excellence:

Excellence is not just an end; it’s also a process. It is important to consider the process and the end equally, as the process establishes the foundation for consistently reaching goals. Striving for excellence produces lifelong benefits, as it catalyzes success in all aspects of a person’s being. It prepares individuals to engage in the world, rather than simply react to issues and challenges they will encounter throughout their lives.

Striving for excellence can cultivate the qualities of focus, initiative, continuous improvement, and diligence. These qualities in themselves strengthen individuals and empower them to achieve goals. Excellence can be seen in many different spheres. It is important for individuals to strive for academic excellence, excellent physical/emotional health and well-being, excellence in one’s relationship with him/herself, family, friends, neighbors, and community, and excellence in elective interests such as hobbies, sports, etc.

1. **Focus**- Focus represents an individual’s ability to identify and attend to the essentials necessary for achievement. It is important for an individual to focus on long term goals and to avoid being deterred by small setbacks.

2. **Initiative**- Initiative can be seen through an individual’s drive to set new goals and adopt new responsibilities. It is characterized by a zeal for involvement and new experiences.

3. **Continuous Improvement**- An individual’s commitment to continuous improvement can be seen through his or her willingness to raise the bar. Someone who is dedicated to continuous improvement is willing to constantly invest in him/her self and his/her work and commitments.

4. **Diligence**- Diligence is exemplified through one’s decisive work ethic. An individual who is diligent is also “reliable, careful, prepared, and informed” (Josephson Institute, 2/17/10).
Appendix B
## INTEGRATED LEADERSHIP DEVELOPMENT STANDARDS

### Kindergarten – 2nd Grade Standards

<table>
<thead>
<tr>
<th>CHARACTER</th>
<th>EXCELLENCE</th>
<th>PRESENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standards</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Basic emotional identification for self and others¹ (Can verbally articulate one’s own feelings as well as the basic emotions of others i.e. happy, angry, sad, etc.)</td>
<td>1. Tendency to approach tasks with hard working determination and energy 2. Exhibits desire to participate</td>
<td>1. Development of basic listening skills² (Can give full attention to speakers and absorb age-appropriate messages) 2. Ability to engage with adults and children outside of the family³ 3. Friendly, respectful approach in interactions with others (Can politely engage with adults and other children in a variety of situations)</td>
</tr>
<tr>
<td>2. Understanding of fairness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Tendency to cooperate with teachers and leaders</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Measures</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Observance during Imani Circle when feelings are shared. 2. POE Test – Confidence (questions 1 and 2), Caring (questions 20/21) 3. Observance during Leadership Building 4. Students journal (journal topics focus on character building)</td>
<td>1. Report Cards – Personal and Social Development and Work Habits (sections on report card) 2. Observance during Imani Circle and Leadership building time 3. Homework Tracker 4. POE Test – Competence (questions 7-13)</td>
<td>1. Observance during the afterschool day 2. POE Test – Confidence questions 1-3), Competence questions 7-14), Caring (questions 17-18 and 20-21)</td>
</tr>
</tbody>
</table>

---

¹ This standard marks a critical phase of perspective taking.
² The ability to focus attention on a speaker is a cornerstone of communication.
³ This skill requires children to have courage to interact without prompting.
## INTEGRATED LEADERSHIP DEVELOPMENT STANDARDS
### 3rd-5th Grade Standards

<table>
<thead>
<tr>
<th>Standards</th>
<th>CHARACTER</th>
<th>EXCELLENCE</th>
<th>PRESENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sophisticated emotional alertness; awareness of how actions affect others’ emotions</strong></td>
<td><strong>1.</strong> Organized and dedicated approach to reaching goals (Has initiative to set a concrete goal and take appropriate steps to achieve goal) <strong>2.</strong> Shows commitment to schoolwork and stays on task without reminders</td>
<td><strong>1.</strong> Ability to confidently interact with diverse populations in individual and group settings (In safe environments, i.e. among trusted adults and peers, can talk to a variety of populations without reservation)</td>
<td></td>
</tr>
<tr>
<td><strong>Ability to put group needs above individual needs for group success</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Respect for authority figures and tendency to show accountability for wrongdoing</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Organized and dedicated approach to reaching goals (Has initiative to set a concrete goal and take appropriate steps to achieve goal)</strong></td>
<td><strong>1.</strong> Report Cards <strong>2.</strong> Homework Tracker <strong>3.</strong> Poe Test- Confidence (questions 1-4, 6), Competence (questions 7-13) <strong>4.</strong> Observance during Leadership Building <strong>5.</strong> Student Journals <strong>6.</strong> Chicora MAP Scores</td>
<td><strong>1.</strong> Observance during the afterschool day, field trips, and performances <strong>2.</strong> POE Test – Confidence (questions 1-3), Competence (questions 7-14), Caring (questions 17-18 and 20-21) <strong>3.</strong> Observance during preparation and attendance for annual 5th grade DC trip</td>
<td></td>
</tr>
<tr>
<td><strong>Shows commitment to schoolwork and stays on task without reminders</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Measures

<table>
<thead>
<tr>
<th>Standards</th>
<th>CHARACTER</th>
<th>EXCELLENCE</th>
<th>PRESENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Observance during Imani Circle when feelings are shared</strong></td>
<td><strong>1.</strong> Report Cards <strong>2.</strong> Homework Tracker <strong>3.</strong> Poe Test- Confidence (questions 1-4, 6), Competence (questions 7-13) <strong>4.</strong> Observance during Leadership Building <strong>5.</strong> Student Journals <strong>6.</strong> Chicora MAP Scores</td>
<td><strong>1.</strong> Observance during the afterschool day, field trips, and performances <strong>2.</strong> POE Test – Confidence (questions 1-3), Competence (questions 7-14), Caring (questions 17-18 and 20-21) <strong>3.</strong> Observance during preparation and attendance for annual 5th grade DC trip</td>
<td></td>
</tr>
<tr>
<td><strong>POE Test - Confidence (questions 1and 2), Caring (questions 20/21)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Observance during Leadership Building</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Students journal (journal topics focus on character building)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

4. Child possesses ability to interpret physical and verbal cues in order to understand others’ intentions.

5. Accountability for actions builds upon responsibility, thereby enhancing social integrity.

6. While the expression of this skill most closely aligns with the definition of presence, the mastery of this trait involves compassion, courage, and self-confidence.
## INTEGRATED LEADERSHIP DEVELOPMENT STANDARDS

### 6th-8th Grade Standards

<table>
<thead>
<tr>
<th>Standards</th>
<th>CHARACTER</th>
<th>EXCELLENCE</th>
<th>PRESENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standards</strong></td>
<td>Views self as part of a larger community and shows willingness to volunteer even if task is unpleasant(^7)</td>
<td>Demonstrating ambition and dedication through setting concrete goals and carrying out formal self-improvement projects(^8)</td>
<td>Ability to approach and discuss problem solving efforts objectively (Youth can put personal feelings aside for the sake of the group)</td>
</tr>
<tr>
<td></td>
<td>Exhibits courage to succeed, even when it’s not socially accepted by friends and peers (For example, child is not afraid to participate in extracurricular science fairs, speech contests, spelling bees, etc.)</td>
<td>Ability to approach and discuss problem solving efforts objectively (Youth can put personal feelings aside for the sake of the group)</td>
<td>Ability to receive constructive feedback humbly and give it sincerely</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measures</th>
<th>CHARACTER</th>
<th>EXCELLENCE</th>
<th>PRESENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Measures</strong></td>
<td>Active and Compassionate involvement in monthly service projects</td>
<td>Student grades reflect ambition to improve and continue to further schooling</td>
<td>Observation of participation and leadership in group activities</td>
</tr>
<tr>
<td></td>
<td>Grades reflect classroom success</td>
<td>Student businesses grow and generate revenue for projects that improve student wellbeing.</td>
<td>Observation of receiving feedback constructively during discipline</td>
</tr>
<tr>
<td></td>
<td>Attendance reflects dedication and commitment to program</td>
<td>Students open IDA accounts to show commitment to saving for the future</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Behavioral school reports reflect student making a positive impact in the classroom</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

\(^7\) Peer pressure becomes more influential than before; necessitating youths’ exposure to positive role models such as scout leaders and youth pastors.

\(^8\) There is a high correlation at this age between exercise and dedication to other personal goals such as staying healthy and lowering stress.
# Integrated Leadership Development Standards

9th - 12th Grade Standards

<table>
<thead>
<tr>
<th>Standards</th>
<th>Character</th>
<th>Excellence</th>
<th>Presence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Active development of social consciousness</td>
<td>1. Understanding of and exertion of effort required to set and meet goals for after high school</td>
<td>1. Ability to clearly present ideas with confidence, tact, and poise</td>
<td></td>
</tr>
<tr>
<td>2. Development of self-awareness (Ability to accurately identify strengths and weaknesses and to understand how youth is perceived by others)</td>
<td>2. Ability to utilize deliberation, prudence, and resourcefulness in problem-solving (Youth can identify a problem, devise an appropriate plan, carry out the plan’s steps, and evaluate the outcome)</td>
<td>2. Ability to demonstrate empathy and respect in interactions with diverse populations</td>
<td></td>
</tr>
<tr>
<td>3. Devotion to a set of moral principles and ability to use courage to uphold them</td>
<td>3. Ability to express oneself clearly in verbal and written forms</td>
<td>(Youth conveys acceptance and approaches groups and individuals in a way that puts them at ease)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measures</th>
<th>Character</th>
<th>Excellence</th>
<th>Presence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Observation in discussions show students’ ability to discern social messages in media, education and family and make wise choices</td>
<td>1. Student grades show growing ability and discipline to obtain further success after high school</td>
<td>1. Public speaking improves in summer Biz-Camp</td>
<td></td>
</tr>
<tr>
<td>2. Students show growing ability to state clearly their own feelings and opinions in discussions and journals.</td>
<td>2. Show signs of developed emotional intelligence and sensitivity during group discussions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Journals and Discussions show students are owning a set of moral principals at an individual level</td>
<td>3. Student journals and group debrief reflect clear expression of self</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

9 This standard is demonstrated through extending empathy and kindness to others as well as active participation in service learning. This is the cornerstone of citizenship.

10 The students who approach this transition with diligence are most successful.

11 This skill can be seen across all levels of communication; leader exudes acceptance across culture and in varying social situations.