

Congratulations on your completion of Teen Leadership Breakthrough. YES! YES! YES!

You have taken the first step in developing your incredible leadership skills. Leadership is a lifelong process and we designed this material to help you create a foundation to build upon throughout your journey.

Rapport Leadership International has developed this follow-up program to assist you in keeping the training alive. Make and keep the commitment to yourself to complete this program as outlined... you are worth it!

In addition, here are some other ways to continue your leadership growth:

- ✓ Get involved with activities and organizations in your school and community. There are organizations in your community that need your help; give back by being a volunteer. Givers Gain!
- ✓ Ask people in your life to help you set and achieve new goals. Give them permission to partner with you in making “The Impossible” turn into reality. JFDI!
- ✓ Give back and be on-team for an upcoming Teen Leadership Breakthrough class. As a graduate, you have the opportunity to get a recharge, see things from another side, have fun, and assist in one of our classes. We are always looking for leaders like you to be role models for your peers in our classes. Be the example that others will follow!
- ✓ Keep in touch with your teammates! You are accountability partners... empower them to keep the commitments they made during class and ask them to help you do the same.
- ✓ Create a system of support and “Pay It Forward” by nominating your friends and family to attend our training!

That’s All!

Rapport Education Leadership Team
Rapport Leadership International

Your class is over and this is when your training begins. Your success will not be defined by your certificate and the completion of the course; rather the ways in which you use the training in your personal, school and family life. You now have the skills to lead your life, it is up to YOU to take charge and create the life you want to live. Below is a review of the anchors from your course:

No armor on your back: Approach your life head on, always looking forward and focused on the person you want to be and the goals you will accomplish.

You GET to do it again: Failure is simply an opportunity to do something better. Practice makes you better prepared to handle similar situations in the future and improve the skills you already have.

Just Focus and Do It (JFDD): When you need to get something done, focus through the distractions around you and make it happen. You are in control!

Words matter: Eliminate the powerless words in your life (try, should, could, want, maybe) and replace them with WILL.

Be the first person on the dance floor: Leaders lead other people in small and big ways. What are you waiting for? Be the first person on the dance floor and watch other people follow you.

When you change your approach, you change your results: Our definition of insanity is doing the same thing over and over and expecting different results. Change your approach to change your results.

All feedback is good feedback: Receiving positive feedback and feedback for improvement is one of the fastest ways to learn and grow.

Energy follows thought: You must know what you want before you can get it! Give yourself a head start and think positive thoughts. Focus on what you will do and dream big! You are your future. (Review page 10 of your Teen Leadership Workbook)

Givers Gain: What we give to other people always comes back to us. When we help another individual, we make the world a better place.

Section One: Goals

Prior to the first half of your final exam you did some visualization processes followed by a brainstorming session where you identified several goals. Underneath the four categories below, rewrite all the goals you set for yourself during class and add new ones to each category if you wish. Use extra paper if needed. You have to know *what* you want before you can get it!

School: Excelling in school is a choice and the outcome is in direct relation to the focus and energy you apply. Focus on outcomes that will make you feel good about your high school career and accomplishments.

What school activities will you get involved in (clubs, sports, etc.)?

What classes will you challenge yourself to take in the future and how will you be successful?

What grades will you earn moving forward?

How will you get the help you need to be successful? What systems will you create to ensure you live the concepts from class and finish all homework to the best of your ability?

Financial: Financial success begins with the habits you create now. Is your long term financial goal to struggle, live paycheck to paycheck, be financially secure, or wealthy? Begin establishing habits now that will ensure the financial outcomes you want. It's never too early to save.

How much money will you earn (from allowance/job) during the school year?
During the summer?

How much of this money will you save and how much will you use for spending money?

What will you do to secure the job you want over the next few years?

What do you want to save your money for? What will you purchase with your spending money?

What goals do you get to achieve in order be financially responsible?

Physical Health: Your body is perfectly unique to you and taking care of your mind and body is extremely important to your health and well-being. Regular exercise reduces depression and anxiety, improves psychological well-being, and enhances recreation and sports performance.

What exercises and activities will you do to become or stay physically fit?

What sports do you play? How will you properly condition for these sports before the season begins?

What measurements do you want (e.g. weight, clothing size, etc.)?

What physical goals do you have?

How will you hold yourself accountable to these goals?

Relationships: Throughout our lives we train people on how to treat us. The level of respect we give others, how we respond and react to others, and the words we use establish the rules of the relationship. If you do not like a relationship you are in, it is in your control to change the rules through new attitudes, responses, and communication. Take control, it's your life!

How will you build stronger relationships with your family? What activities can you all enjoy together? How will you compromise?

How will you show your parents your love for them?

How will you build strong, trusting relationships with your friends that allow you to be yourself and speak your mind?

How will you develop relationships of mutual trust and respect with your teachers?

How will you build a strong relationship with a current or future significant other?

You know what you want; now it is time to take action! What will you do to achieve your goals? Whom will you ask for help? How will you make these things happen? Using the pages you just completed, identify your top family, school and personal goals and the action steps needed to accomplish them. Reward yourself with a check when you complete each goal. Use additional paper and continue to set new goals.

Category	Goal	Action Steps	Completed ✓
Family			
Family			
Family			
Family			
Family			

Category	Goal	Action Steps	Completed ✓
School			
School			
School			
School			
School			
School			

Category	Goal	Action Steps	Completed ✓
Personal			
Personal			
Personal			
Personal			
Personal			
Personal			

Section Two: Values

Building Character: List your performance values from page 5 of your Teen Leadership Workbook in the left-hand column. In the middle column identify the ways your actions are not consistent with these values (false values). In the right column list the ways you will change those actions to match your values and beliefs. Include actions from your personal, school, and family life.

Performance Values	How am I not living this value?	How I will begin living this value?

Building Character: List the moral values from page 5 of your Teen Leadership Workbook in the left-hand column. In the middle column identify the ways your actions are not consistent with these values (false values). In the right column list the ways you will change those actions to match your values and beliefs. Include actions from your personal, school, and family life.

Moral Values	How am I not living this value?	How I will begin living this value?

Section Three: Character

8 Strengths of Character for Success in School, Work, and Beyond

Thomas Lickona Ph.D. and Matthew Davidson Ph.D. of Smart & Good High Schools, State University of New York College at Cortland just-released a national report based on the center's two-year study of 24 high schools and adolescent character development. The report describes a wide range of promising practices for developing "8 strengths of character that help youth lead productive, ethical, and fulfilling lives." These 8 strengths are:

1. Life Long Learner and Critical Thinker

- Strives to acquire the knowledge that characterizes an educated person
- Approaches learning as a lifelong process
- Demonstrates skills of critical analysis
- Takes seriously the perspective of others
- Seeks expert opinion and credible evidence
- Seeks connections and integrates knowledge
- Generates alternative solutions
- Demonstrates willingness to admit error

2. Diligent and Capable Performer

- Strives for excellence; gives best effort
- Demonstrates initiative and self-discipline
- Knows standards of quality and creates high-quality products; takes pride in work
- Sets personal goals and assesses progress
- Perseveres in the face of difficulty

3. Socially and Emotionally Skilled Person

- Has positive interpersonal relationships
- Communicates effectively
- Is able to work well with others
- Is able to resolve conflicts
- Demonstrates emotional intelligence
- Responds to the feelings and needs of others

4. Ethical Thinker

- Possesses a well-formed conscience based in universal ethical values such as justice and caring
- Knows and appreciates the "wisdom of the ages"
- Is sensitive to the ethical dimensions of situations
- Seeks the knowledge needed to make an informed moral judgment
- Is committed to integrity as a core value

8 Strengths of Character for Success in School, Work, and Beyond

5. Respectable Moral Agent

- Respects the rights and dignity of all persons
- Understands that respect includes the right of conscience to disagree respectfully with others' beliefs or behaviors
- Uses a thoughtful decision-making process that considers choices and consequences and applies ethical standards/principals
- Possesses a strong sense of personal efficacy and responsibility to do what's right
- Takes responsibility for mistakes
- Accepts responsibility for setting a good example and being a positive influence
- Develops and exercises capacity for intellectual and ethical leadership

6. Self-Disciplined Person Who Pursues A Healthy Lifestyle

- Demonstrates self control
- Pursues physical, emotional, and mental health
- Makes responsible personal choices that contribute to continuous self-development, a healthy lifestyle, and a positive future

7. Contributing Community Member and Democratic Citizen

- Contributes to classroom, school, and community
- Demonstrates civic virtues and skills needed for participation in democratic processes
- Appreciates the nation's democratic heritage and democratic values
- Demonstrates awareness of interdependence and a sense of responsibility to humanity

8. Spiritual Person Engaged in Crafting a Life of Noble Purpose

- Considers existential questions ("What is the meaning of life?", "What is happiness?", "What is the purpose of my life?")
- Cultivates an appreciation of transcendent values such as truth, beauty, and goodness
- Pursues authentic happiness
- Possesses a rich inner life
- Pursues deep, meaningful, connections-to others, nature, a higher power, and so on
- Seeks a life of noble purpose
- Formulates life goals and ways to pursue them

Success comes from developing strengths in many areas. Identify what each of these mean to you and how you will develop strength of character in each area.

- 1) Lifelong learner and critical thinker

- 2) Diligent and capable performer

- 3) Socially and emotionally skilled person

- 4) Ethical thinker

- 5) Respectable moral agent

- 6) Self-disciplined person who pursues a healthy lifestyle

- 7) Contributing community member and democratic citizen

- 8) Spiritual person engaged in drafting a life of noble purpose

Section Four: Givers Gain, Takers Lose

True leaders understand the universal law of giving back. What you give, you get back. It may not always look the same when it comes back to you, however it still comes back. This is true for all areas of our lives, whether it's giving back to a family member, a fellow student who needs help in a class, or people in your community.

Making a difference in someone's life by giving back is as simple as saying "Good Morning," smiling at someone while you are walking down the hall, opening a door for someone, or raising money for charitable causes within your community. It only takes one person to make a difference and YOU are that one person.

The Starfish Story

Jack Canfield and Mark V. Hansen
Chicken Soup For The Soul

A friend of ours was walking down a deserted Mexican beach at sunset. As he walked along, he began to see another man in the distance. As he grew nearer, he noticed that the local native kept leaning down, picking something up and throwing it out into the ocean. Time and again, he kept hurling things out into the ocean. As our friend approached even closer, he noticed that the man was picking up starfish that had been washed up on the beach and one at a time, he was throwing them back into the ocean. Our friend was puzzled. He approached the man and said, "Good evening, friend. I was wondering what you are doing." "I'm throwing these starfish back into the ocean. You see, it's low tide right now and all of these starfish have been washed up onto the shore. If I don't throw them back into the sea, they'll die up here from lack of oxygen." "I understand." My friend replied, "but there must be thousands of starfish on this beach. You can't possibly get to all of them. There are simply too many. And don't you realize this is probably happening on hundreds of beaches all up and down this coast. Can't you see that you can't possibly make a difference?" The local native smiled, bent down and picked up yet another starfish, and as he threw it back into the sea, he replied, "It makes a difference to that one!"

What else can you do as an individual to give back to the people in your life? Write down all of the additional ways you are able to give back:

Family Life:

School Life:

Personal Life:

Section Five: Communication

Seven Most Common *Ineffective Listening Habits*

- 1) **Not paying attention** – Simply ignoring the speaker. The listener gives their attention to watching TV, reading the newspaper, looking at their computer, watching and listening to others near by, or their own thoughts.
- 2) **False listening** – Pretending to listen. Nodding and saying “uh huh,” without really knowing or understanding what was being said.
- 3) **Rehearsing** – The chatter that takes place in our mind when we are being spoken to. This person begins to “rehearse” what they will say or ask next. They will rehearse how they are going to respond without really listening. Some people think listening means waiting to speak!
- 4) **Interrupting** – Continually cutting into the middle of a speaker’s sentence. This person feels what they have to say is more important than others. Individuals that interrupt have a tendency to talk about themselves versus giving their attention to the speaker.
- 5) **Hearing what is expected** – Assuming what the speaker has in mind, often passing judgment and drawing premature conclusions. This person often finishes the speaker’s sentence.
- 6) **Feeling defensive** – This often occurs when we are being given feedback for improvement. Instead of listening to understand, we defend our position and actions.
- 7) **Listening for a point of disagreement** – The listener waits only long enough to find the “right” moment to jump in to voice their disagreement. This person is similar to the attorney shouting out “I object!”

Identify where ineffective listening habits are showing up in your communication and list recent examples. This is for your benefit; be honest with yourself!

1) Not paying attention:

2) False listening:

3) Rehearsing:

4) Interrupting:

5) Hearing what is expected:

6) Feeling defensive:

7) Listening for a point of disagreement:

Four Ways to Achieve Effective Listening Skills

- 1) **Focus.** Effective listening requires paying attention to the speaker; concentrating and staying focused even with dull or uninteresting topics. It is important to focus on the speaker's message, as well as body language and voice inflection. Observe nonverbal cues such as eye contact, head nods and smiles. Let the speaker *know* that they are being listened to.

- 2) **Establish rapport.** Consciously match and model the behavior of the person you are communicating with. Mirror the person's body language, rhythm of movements, voice tone, pace and inflection. Listen for key words used by the speaker. Show you care and give them the full attention you would want.

- 3) **Paraphrase what was heard.** Summarize the speaker's message to ensure complete understanding. Listening to understand requires the ability to give back the speaker's words. Summarize the facts and feelings in the message being conveyed.

- 4) **Listen for the whole message.** Look for meanings and consistency in both verbal and nonverbal messages. Listen for ideas, feelings and intentions, as well as the facts. Listen for the positives, as well as hearing the feedback for improvement.

Effective Communication

You've identified ways that you can improve in your communication. You have received feedback for improvement from people in your life and, now, what are you going to do about it? Moving forward, what will you do to become a more effective communicator? Use this page to list all of the things you will do!

Parents:

Teachers:

Friends:

Other:

Recommended Reading List

“Life Strategies for Teens” by Jay McGraw

“The 7 Habits of Highly Effective Teens” by Sean Covey

“Teens Can Make it Happen” by Stedman Graham

“Girl Wise” by Julia DeVillers

“Closing the Gap” by Jay McGraw

“College Success Your Way” by Crystal Jonas Bevans

“Who Moved My Cheese? For Teens” by Spencer Johnson

“Chicken Soup for the Teenage Soul Series” by Jack Canfield and Mark Victor Hansen

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