



Youth Leadership Values Training

BUILDING YOUR OWN YOUTH LEADERSHIP VALUES TRAINING PROGRAM: A STAFF ORIENTATION TO TEACHING LEADERSHIP VALUES

(Program Facilitator's Presentation & Discussion Guide)

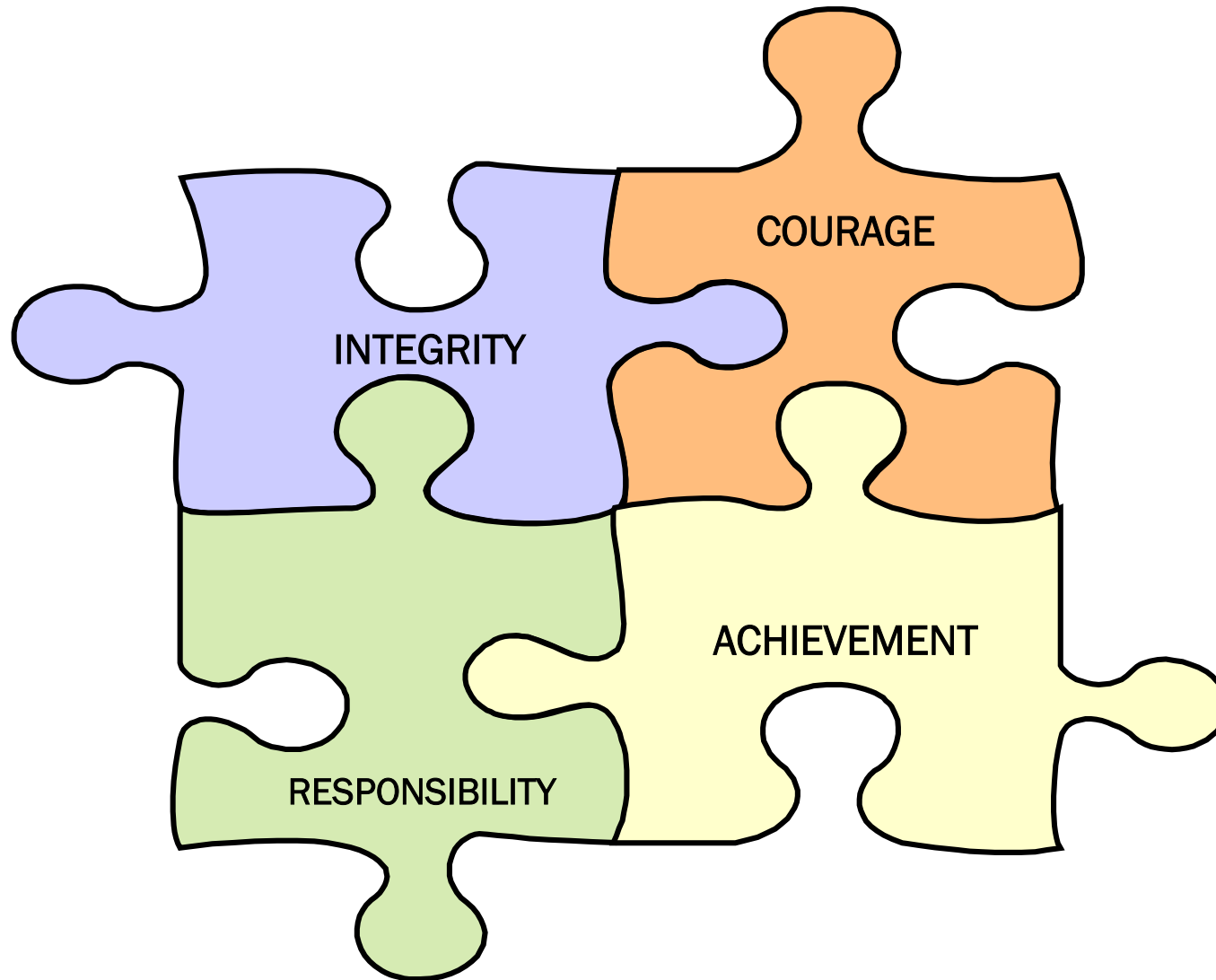
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**A 501 (C) 3 Non-Profit Youth Service Organization
Incorporated in Arkansas with summer camp facilities located in
Cherokee Village on the South Fork River near the town of Hardy**

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Youth Leadership Values Training for the Leaders of Tomorrow ©



Teaching Leadership Values - Your *Staff* Training Initiative

Why Emphasize Youth Leadership Values Training?

- We like to think all children born in this great country have a chance to be whatever they choose.
- It is the 'American Dream' and in this land of opportunity these dreams, if nurtured, can come true!
- We can influence the outcome to a larger degree by helping more of our young people realize their true potential.
- Teach them to form the Values that will prepare them to be great Leaders.
- The ideas presented here, and in more "how to" detail in the book, Youth Leadership Values Training can help make this happen starting today!

Teaching Leadership Values - Your Staff Training Initiative

Why is Youth Leadership Values Training Important?

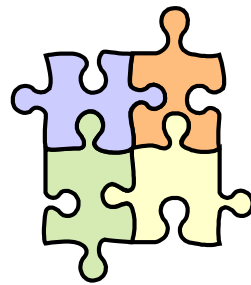
- Few things equal the importance of character education and values training for our children, unless it is Youth Leadership Values Training.
- Our Youth need and deserve our help and our special assistance in teaching them the important Leadership Values that they will be called upon to use all throughout life.
- Emphasizing core values is a means to help our youth build a moral conscience and develop the values critical to future leadership success
- Helping our young people develop strong Leadership values based on a Moral/Ethical Life's View is of major importance.
- In doing so, we give them the gift of an inner strength of character that will become the backbone supporting their ability to stand tall as the "Leaders of Tomorrow", and to be confident and secure as they face life's many challenges and opportunities.

Teaching Leadership Values - Your Staff Training Initiative

BUILDING YOUR OWN YOUTH LEADERSHIP VALUES TRAINING PROGRAM

- Yes, – you can do it – this is easy to “get a handle on”. Start first by working with the full support of your assembled team, including parents, educators, other professionals as appropriate.
- Next, we will show, in four easy steps, how your team can conceptualize and role out your own Youth Leadership Values Training Initiative.

**Let's start with the basics and examine, step-by-step
how each piece of the puzzle fits together**



Building Your Own Youth Values Training Program

4 STEPS IN BUILDING YOUR OWN YOUTH LEADERSHIP VALUES TRAINING PROGRAM

1. In **step one** we will examine [*Four Key Personality Characteristics for Youth Leadership Development Emphasis*](#) which should be nurtured, grown, and become abundantly present in order to form the foundation for a successful Youth Leadership Values Training Initiative.
2. In **step two**, we will then show how these four *Key Personality Characteristics* fit into [*Four Leadership Development Quadrants*](#), which your team will use to individualize the way you go about helping each aspiring youthful participant.
3. In **step three** we will focus on knowing *the* [*Four Leadership Core Values*](#) of *Integrity, Achievement, Responsibility, and Courage* and how they synergistically interact with the four *Personality Characteristics* that we have targeted for development.
4. In **step four** is perhaps the most important factor of all – [*Your Team's Role and Involvement*](#) in establishing & implementing an Action Plan to make this goal of Youth Leadership Values Training for the Leaders of Tomorrow an accomplished and successful reality.

Step 1: Emphasizing KEY PERSONALITY CHARACTERISTICS FOR YOUTH LEADERSHIP DEVELOPMENT EMPHASIS

Everyone, regardless of age, has a basic need to feel good about themselves and their capabilities, have an uplifting and hopeful view of life, and learn to relate to others in a moral and ethical way.

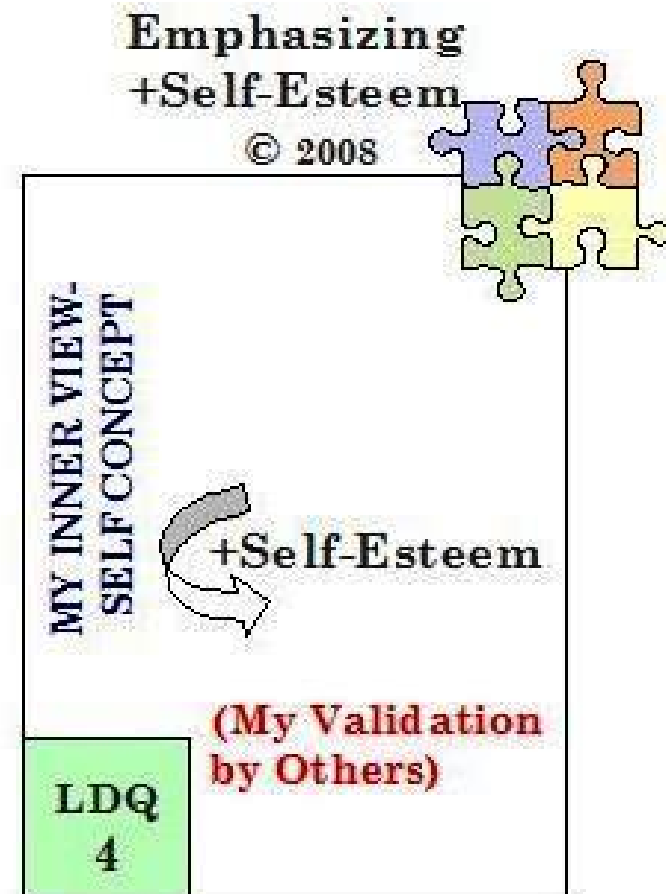
In order to do so our youth will need to acquire:

1. A balance of **+Self Confidence**
2. An upbeat & positive “can do” **+Attitude of Expectations**
3. We must also learn to develop and use key Core Values in order to “navigate” with a moral conscience using a healthily **+Self-Esteem**
4. And, base our decisions and actions on our internal **+Moral/Ethical Life’s View**

Step 1: Emphasizing +Self-Esteem A KEY PERSONALITY CHARACTERISTIC FOR YOUTH LEADERSHIP DEVELOPMENT EMPHASIS

+Self-Esteem – My Validation by Others

- Our working definition of **+Self-Esteem** is: Self-concept measured by pride and acceptance of oneself; The personal inner measure of one's self-respect, which is influenced by the validation of others.
- What we believe to be true about how worthy, valuable and capable we are resulting in a level of confidence and satisfaction in oneself: a personal self-appraisal of our opinion of our intrinsic value, including a sense of our relative competence and worthiness vs. others.
- The synonyms for **+Self-Esteem** are: Ego, Pride, Self-Assurance, Self-Satisfaction, Self-Regard, Self-Respect, Self-Worth, Sense of Worth.

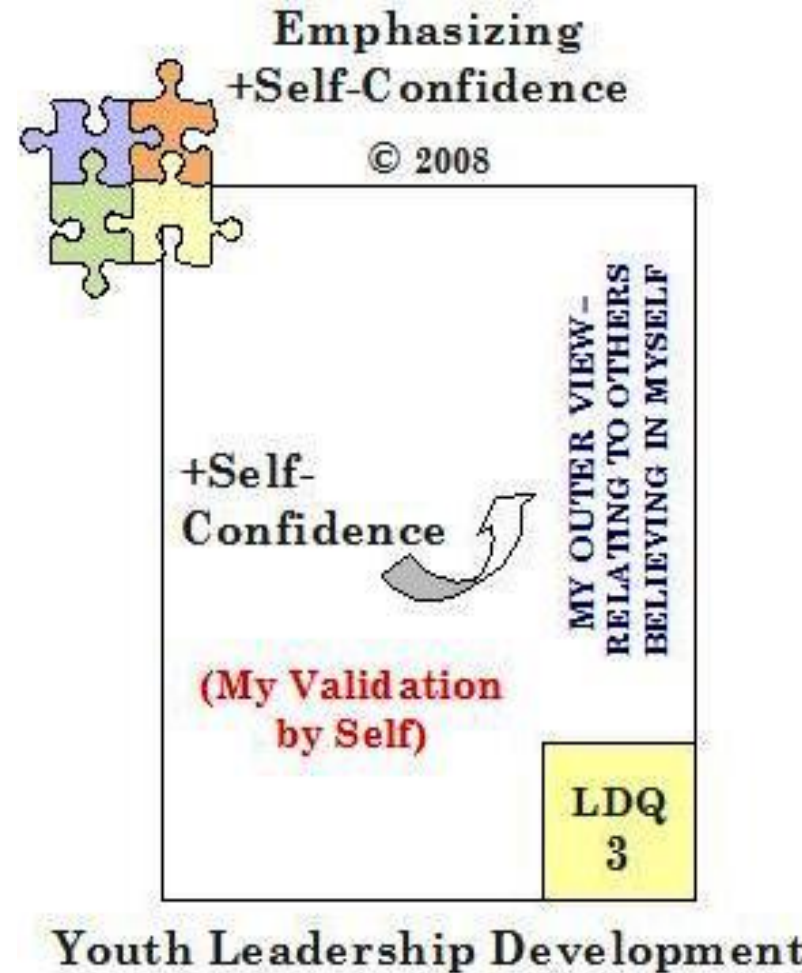


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Step 1: Emphasizing +Self-Confidence A KEY PERSONALITY CHARACTERISTIC FOR YOUTH LEADERSHIP DEVELOPMENT EMPHASIS

+Self-Confidence - My Validation by Self

- Our working definition of **+Self-Confidence** is: Self-validated self-assurance; freedom from doubt; a belief in yourself and your abilities to the point of trusting and relying on yourself as you interact with others.
- The self-assurance that flows from **+Self-Confidence** is ultimately manifested in one's ability to succeed by developing new skills and abilities, in overcoming obstacles, and in achieving difficult/challenging goals.
- Self-esteem and a healthy self-concept are precursors of **+Self-Confidence** and represent the foundations upon which it is built. Synonyms are: Self-assurance, Self-possession, Confidence, Poise, Belief in Self, Inner Strength.

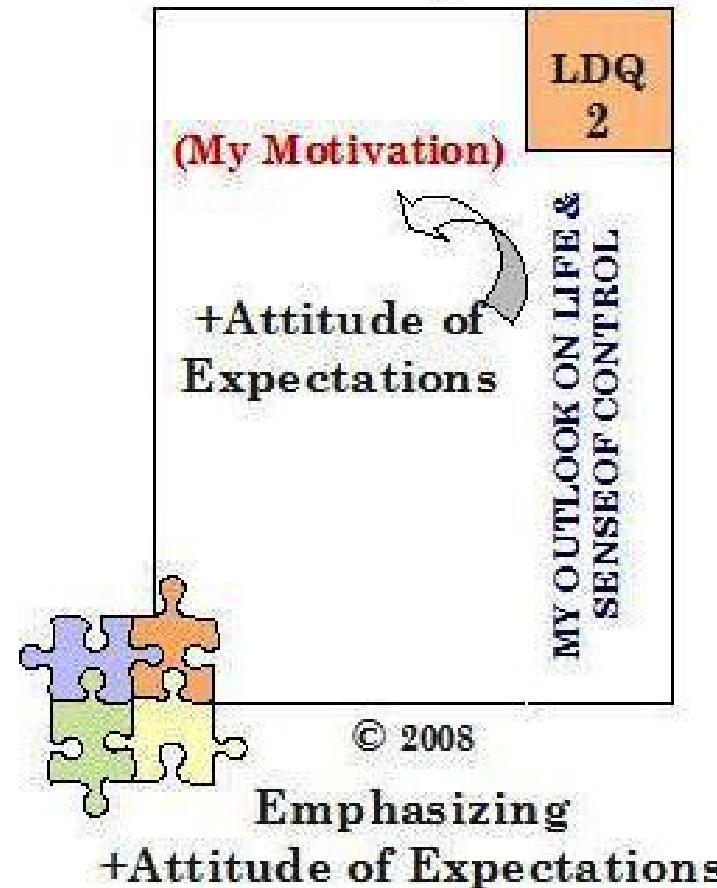


Step 1: Emphasizing +Attitude of Expectations A KEY PERSONALITY CHARACTERISTIC FOR YOUTH LEADERSHIP DEVELOPMENT EMPHASIS

+Attitude of Expectations – My Motivation

- This is our working definition: An **+Attitude of Expectations** is the possession of a positive frame of mind in the expectation, planning, visualization, commitment, and anticipation of highly desirable future events of significant proportions.
- It is a confident state of mental preparedness and readiness in embracing the anticipated impending fulfillment of a significant life event or personal goal.
- The synonyms for a **+Attitude of Expectations** are: Positive Expectations, Positive Anticipations, Readiness to Embrace, Desired Anticipations, Desired Outcomes

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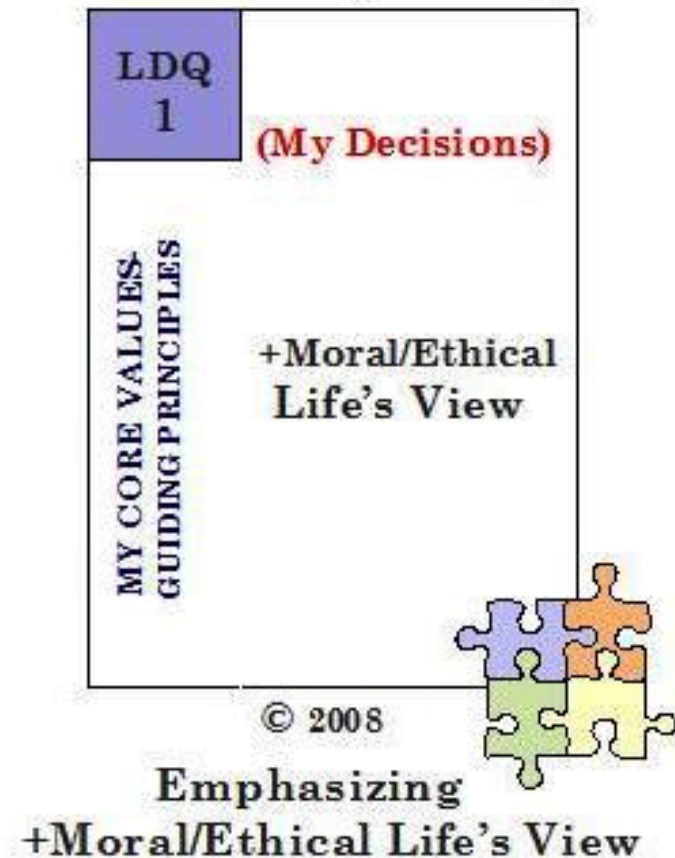


Step 1: ***Emphasizing*** +Moral/Ethical Life's View A KEY PERSONALITY CHARACTERISTIC FOR YOUTH LEADERSHIP DEVELOPMENT EMPHASIS

+Moral/Ethical Life's View – My Decisions

- Our working definition of a **+Moral/Ethical Life's View** is: A viewpoint and code of behavior derived from a well-developed moral conscience that points true North in regard to matters of character, principle, and conduct as illustrated in all the core Leadership Values of *Integrity, Achievement, Responsibility, and Courage*.
- Our **+Moral/Ethical Life's View** reflects our inner concept of the kind of person we want to be, and that person is ultimately defined by our personal core values.
- The synonyms for a **+Moral/Ethical Life's View** are: Someone who is coming from a position or Values validated viewpoint that can be variably described as: Good, Right, Honest, Decent, Proper, Honorable, Just, Principled, and/or Fair.

Youth Leadership Development



Step 2: Understanding The Conceptual Framework HOW KEY PERSONALITY CHARACTERISTICS INTER-RELATE WITHIN FOUR LEADERSHIP DEVELOPMENT QUADRANTS (LDQ's)

- The four *Personality Characteristics* of **+Self-Esteem**, **+Self-Confidence**, **+Attitude of Expectations**, and **+Moral /Ethical Life's View** were just explained in step one.
- The obvious question before us now is: why does the suggested format for a Youth Leadership Values Training initiative begin with an emphasis on developing and strengthening these four key *Personality Characteristics*? Why not just skip this and go to the focus on *Leadership Values Training*?
- The answer is that these ***Personality Characteristics*** represent a necessary and logical starting point for character development, and they must be present to a significant degree as prerequisites in order for the coaching for core Leadership Values to have fertile ground for growth.
- The following pages will add clarity and context to the importance of *Personality Characteristics*; and the book, Youth Leadership Values Training further illustrates this point in considerable detail.

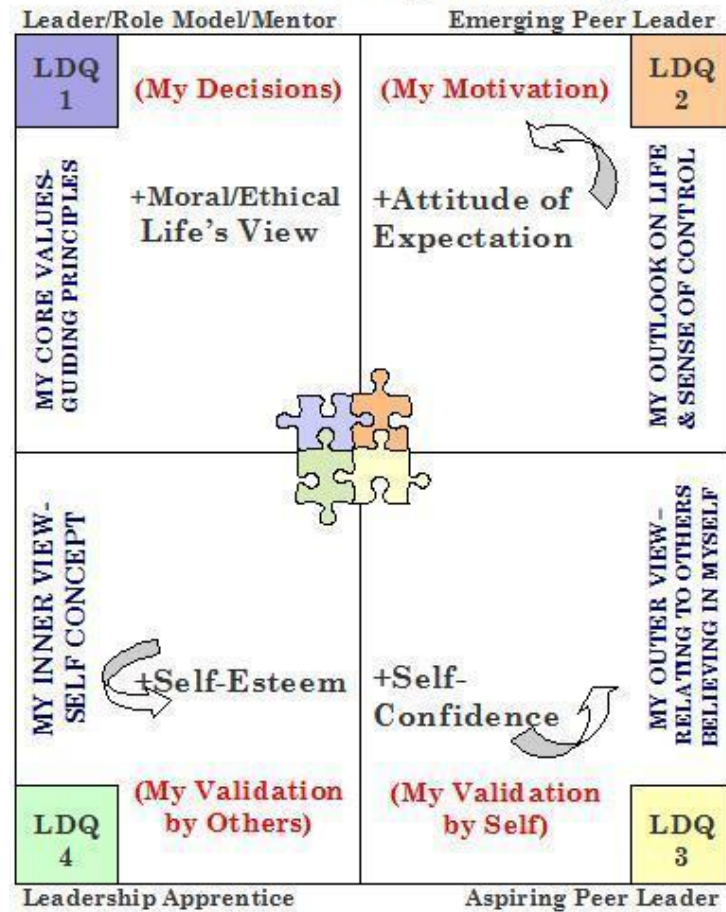
Step 2: Understanding The Conceptual Framework

HOW KEY PERSONALITY CHARACTERISTICS INTER-RELATE WITHIN FOUR LEADERSHIP DEVELOPMENT QUADRANTS (LDQ's)

Let's look again at the *Personality Characteristics*, but this time we will put all 4 together in a chart that shows the relationship of one to the other.

4 Key Personality Characteristics for Youth Leadership Development Emphasis

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The 4 Leadership Development Quadrants
(Starting counter-clockwise from bottom left)

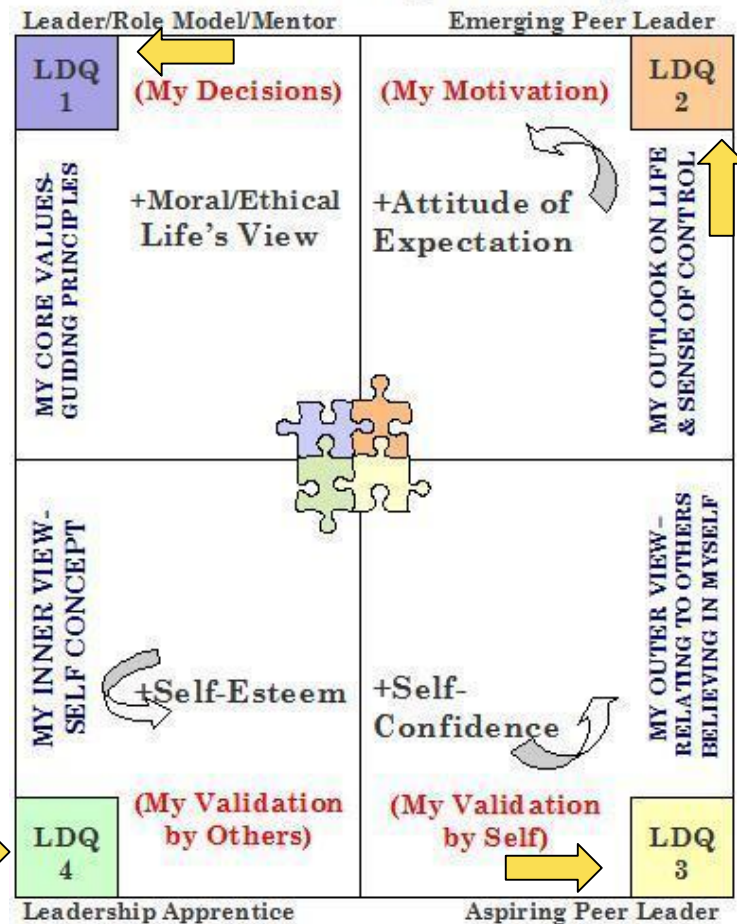
Step 2: Understanding The Conceptual Framework

HOW KEY PERSONALITY CHARACTERISTICS INTER-RELATE WITHIN FOUR LEADERSHIP DEVELOPMENT QUADRANTS (LDQ's)

Notice that there are four numbered quadrants in this graphic representation of the 4 Key Personality Characteristics for Youth Leadership Development Emphasis:

- Start with Leadership Development Quadrant Four (LDQ4) labeled **+Self-Esteem**, and described as "My Inner View – Self Concept". (see bottom left corner of chart)
- Note the logical progression to LDQ3 as you move from a situation where the presence of **+Self-Esteem** is at a sufficient level for **+Self-Confidence** "My relationship with others – Belief in Self" to now begin to flourish.
- This leads to forming the foundation for an **+Attitude of Expectations** in LDQ2 to start to produce an upbeat outlook on life that leads to a greater sense of personal control, thereby fostering the belief that one is "worthy" and justified in thinking that he or she can indeed achieve their goals and ambitions.
- What remains in LDQ1 is to lay the Core Values track for these now robust personality traits to run on in the context of our own unique and internal **+Moral/Ethical Life's View**. Note that further developing and fine tuning Core Values that become guiding principles is the top focus.
- The ongoing goal is that all four of the Core Values that are a component of our internal *Moral/Ethical Life View* have also become interlocked and imbedded as a component of our *Self-Esteem*, *Self-Confidence*, and *Attitude of Expectations* – "outlook on life".

4 Key Personality Characteristics for Youth Leadership Development Emphasis
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The 4 Leadership Development Quadrants
(Starting counter-clockwise from bottom left)

Step 2: Understanding The Conceptual Framework

HOW KEY PERSONALITY CHARACTERISTICS INTER-RELATE

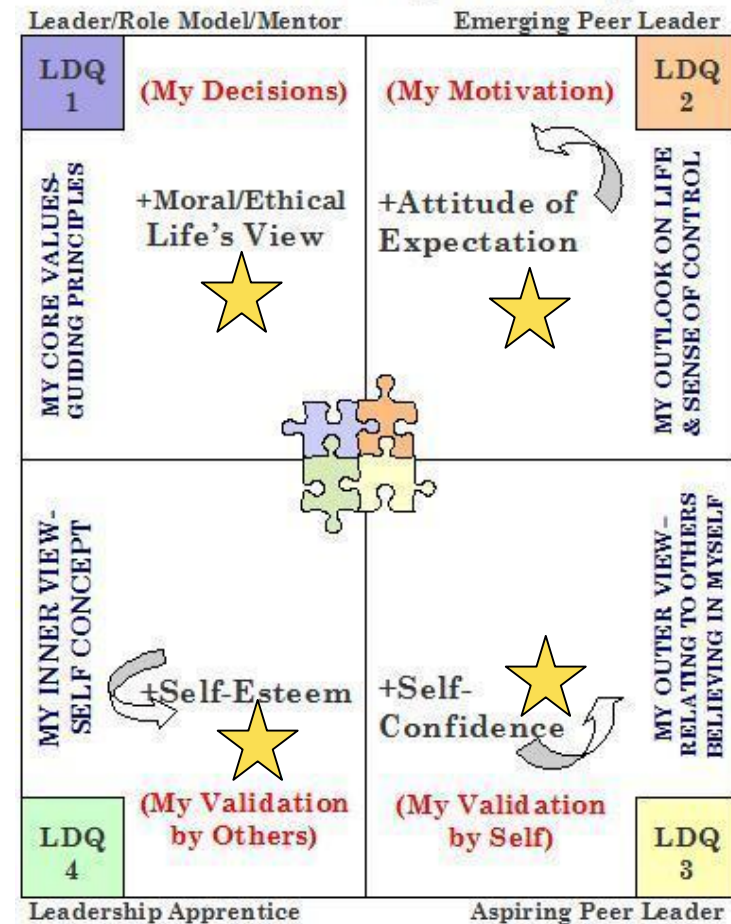
Developing Personality Characteristics Important to Leadership Success:

Let's track the natural progression of the development of *Personality Characteristics* important to Leadership Success:

- LDQ 4:** Develops and demonstrates a strong **+Self-Esteem** and a healthy self-concept that is validated by others, and measured by his pride and acceptance of himself. Achieves a positive personal self-appraisal of his opinion of his intrinsic value, including a sense of his relative competence and worthiness vs. others.
- LDQ 3:** Develops a **+Self-Confidence** based upon self-validated self-assurance; relative freedom from doubt; and a belief in himself and his abilities to the point of trusting and relying on himself as he interacts with others. This *Self-Confidence* provides his drive and energy, and is manifested in his ability to succeed by developing new skills and abilities, in over-coming obstacles, and in achieving difficult and challenging goals.
- LDQ 2:** Displays the motivation to act that comes from a belief in self and by engaging in the demonstration of a **+Attitude of Expectations** in the anticipation, visualization, planning, commitment, and completion of future events of significant proportions. "Yes, I Can Do It!"
- LDQ 1:** Displays a **+Moral/Ethical Life's View** derived from a well developed moral conscience that points true North in regard to matters of character, principle, and conduct as illustrated in all the core Leadership Values of *Integrity, Achievement, Responsibility, and Courage*.

4 Key Personality Characteristics for Youth Leadership Development Emphasis

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The 4 Leadership Development Quadrants

(Starting counter-clockwise from bottom left)

Step 3: Knowing

THESE VALUES ARE KEY TO LEADERSHIP SUCCESS: *Integrity, Achievement, Responsibility, and Courage*

- Focusing on the Critical Few: ***Integrity, Achievement, Responsibility,*** and ***Courage.*** Lay these Foundation Values and Related Values Will Flourish
- Knowing how these ***Leadership Core Values*** overlap and interrelate as they overlay each of the four Leadership Development Quadrants
- Knowing how the *Leadership Core Values* of *Integrity, Achievement, Responsibility,* and *Courage* synergistically interact with the four *Personality Characteristics* that we have targeted for development.

Step 3: Knowing Integrity

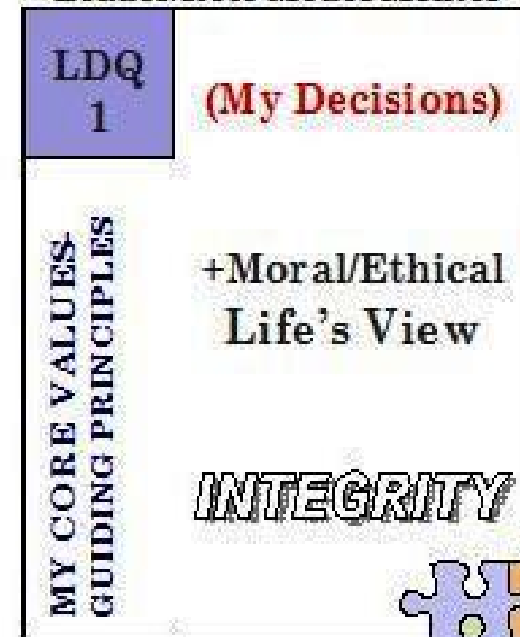
**THESE VALUES ARE KEY TO LEADERSHIP SUCCESS:
*Integrity, Achievement, Responsibility, and Courage***

Integrity

- Our working definition of the Value of **Integrity** is: Integrity is a dedicated adherence to a code of moral and ethical values that serve as guiding principles for our decisions and actions.
- To act with **Integrity** is to remain steadfastly committed to behaving with a strict adherence to those values implicit in a moral or ethical code of conduct.
- The synonyms for the Value of **Integrity** are: Principled, Character, Candor, Moral Fiber, Honesty, Decency, Forthrightness, Uprightness, Correctness, Goodness, Honorableness, Incorruptibility, Sincerity.

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Leader/Role Model/Mentor



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Emphasizing
The Value of Integrity

Step 3: Knowing Integrity

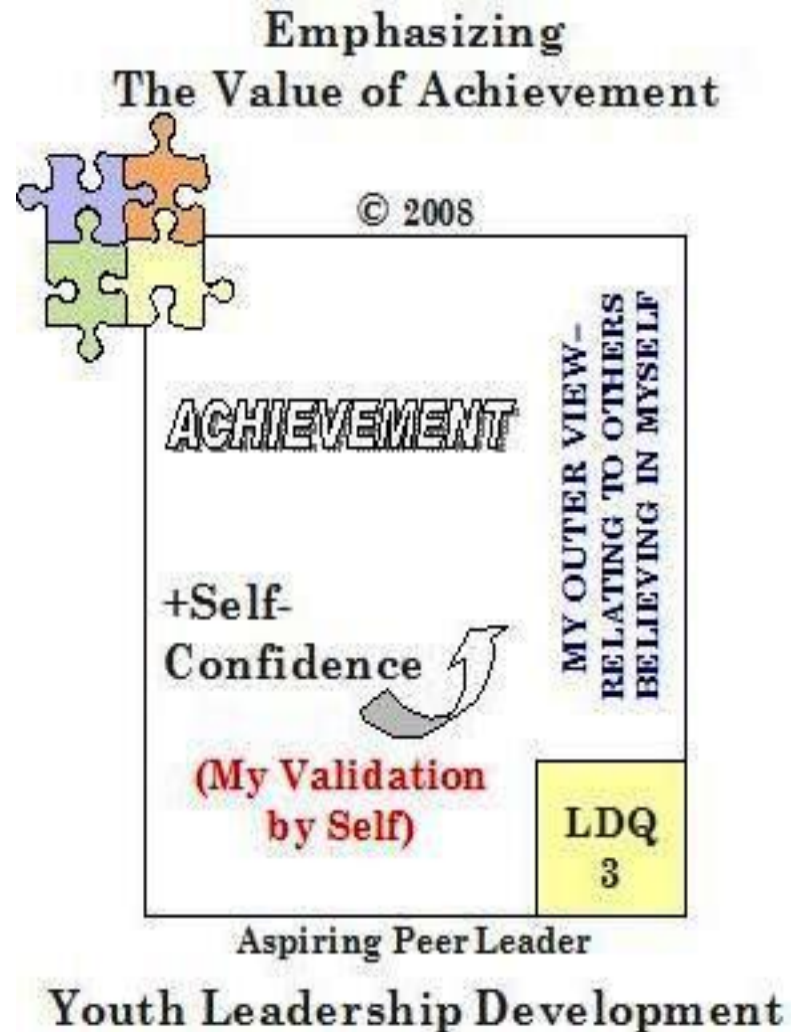
Leaders Who Model the Value of Integrity:

1. Have Achieved the status of role models whose words and actions are worthy examples to follow
2. Are open and above board, consistently and transparently displaying personal values which provide a window through which others can view their true motives and intentions
3. Treat others fairly, and with dignity and respect
4. Are truthful, trustworthy, and through their honesty have earned the confidence and respect of others
5. Gather & weigh the facts; are always open to give balanced consideration to divergent points of view
6. Build harmony, consensus, and esprit de corps
7. Demonstrate they have the *Courage* to act on their own convictions for the greater good of all
8. Have the *Integrity* to admit when they are wrong and then do what it takes to make things right
9. Are driven not by their ego, but rather by their commitment to do what is right, fair, and just
10. Have the credibility to make us more self-aware of our *Responsibility* by guiding us toward ethical decisions and appropriate actions
11. Lead by example - they are admired only in part by what they say, but in total by what they do
12. Are excellent communicators but better listeners, seeking first to understand, and only then to be understood

Step 3: Knowing Achievement
THESE VALUES ARE KEY TO LEADERSHIP SUCCESS:
Integrity, Achievement, Responsibility, and Courage

Achievement

- Our working definition of the Value of **Achievement** is: A strong commitment to the pursuit of the success and personal pride enjoyed in reaching a goal which requires considerable effort, and the application of skills, practice, talents, abilities, and perseverance.
- The synonyms for the Value of **Achievement** are: Accomplishment, Attainment, Success, Fulfillment, Feat, Conquest, Consummation, Creation, Masterstroke, Realization, Triumph, Tour de Force, Victory



Step 3: Knowing Achievement

Leaders Who Model the Value of Achievement:

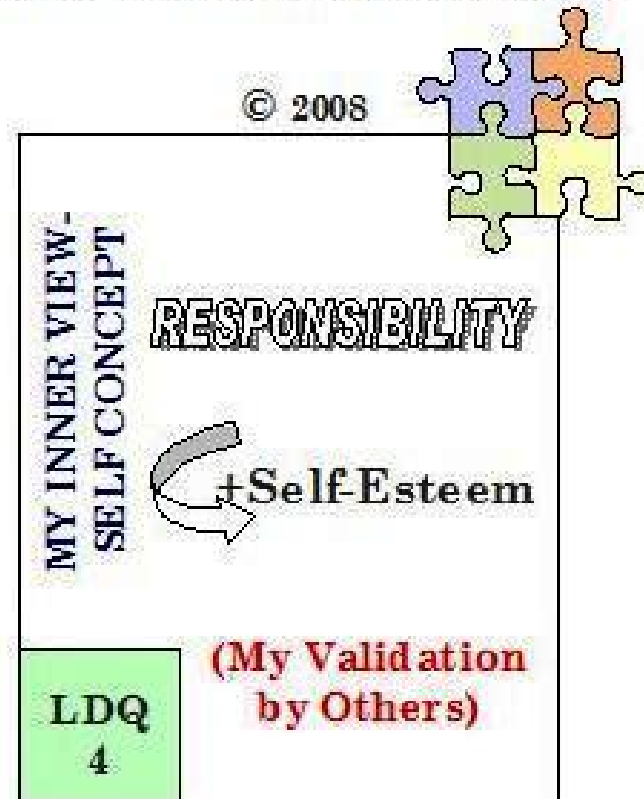
1. Are goal oriented, like to see the results of their efforts, and encourage others to do likewise
2. Have learned how to build upon and leverage their successes by making the most of their talents and abilities, and encourage others to do likewise
3. Work hard, displaying *Integrity* and a high level of motivation, determination, and ambition to *achieve* their goals, and encourage others to do likewise
4. Have a high level of *Self-Confidence* coming from a belief in self that projects poise and self-assurance to others who are encouraged to follow their lead
5. Have and project a feeling of personal pride derived from a sense of accomplishment and success in their work, and they encourage others to do likewise
6. Are excellent role models, often displaying great *Courage*, valor, & gallantry in their accomplishments
7. Are often excellent coaches; their successes make them adept in "Talking the Talk", and especially so in demonstrating how to *Responsibly* "Walk the Walk"
8. Have earned the respect and admiration of others and are often elevated to the role of "My Hero"
9. Display modesty, humility, & have control of their ego
10. Are often among the first to volunteer to help others
11. Can be counted on for the planning, execution, and leadership necessary to see a project to completion
12. Make great followers and team mates due to their high levels of confidence, skills, drive, and initiative

Step 3: Knowing Responsibility
THESE VALUES ARE KEY TO LEADERSHIP SUCCESS:
Integrity, Achievement, Responsibility, and Courage

Responsibility

- Our working definition of the *Value* of **Responsibility** is: The act of embracing and fulfilling an obligation or duty to behave in a manner that is required or expected due to one's values, position, religion, custom, culture, agreements, commitments, promises, or rules of law.
- The synonyms for the Value of **Responsibility** are: Accountability, Obligation, Expectation, Requirement, Duty, Job, Charge, Commitment, Pledge, Dependability, Indebtedness, Trust

Emphasizing
The Value of Responsibility



Leadership Apprentice

Youth Leadership Development

Step 3: Knowing Responsibility

Leaders Who Model the Value of Responsibility:

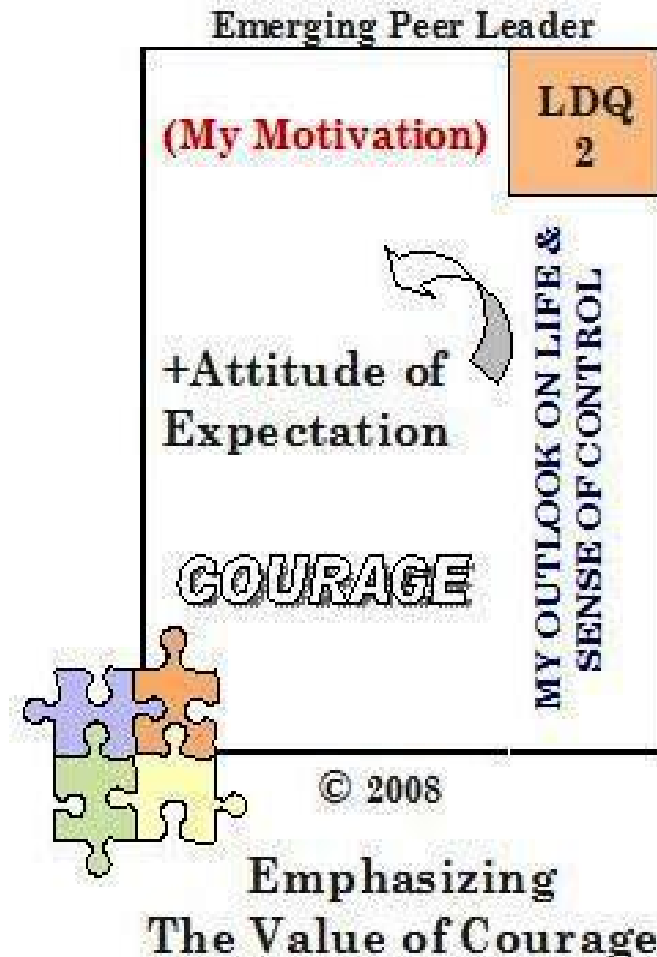
1. Understand that for every right, or privilege granted by society, there is a balanced *Responsibility* that goes with it which must be equally honored with *Integrity*
2. Display the *Integrity* and *Courage* to accept personal Responsibility for always doing what's fair and right
3. Recognize their *Self-Esteem* is linked to being held personally accountable for their decisions and actions
4. Are proactive and *Achievement* oriented; they can be relied upon to make sound judgments and decisions
5. Judiciously weigh options and are willing to take calculated risks in order to achieve a recognized benefit or advantage for the greater good of all
6. Have high standards, and take pride in the quality of the fulfillment of their commitments and duties.
7. Work well with others; can be counted on for an abundance of dedication, teamwork, and cooperation
8. Are good problem solvers and are quick to help and encourage others through their role model example
9. Have high *Self-Esteem* and respect for self and others
10. Take full ownership of their *Responsibilities* and do not make them someone else's problem to resolve
11. Have high *Integrity*, and display a commitment to honesty, loyalty & fidelity in interactions with others
12. Are self-motivated, reliable, and dependable; they are well organized, follow guidelines, and meet deadlines

Step 3: Knowing Courage
THESE VALUES ARE KEY TO LEADERSHIP SUCCESS:
Integrity, Achievement, Responsibility, and Courage

Courage

- Our working definition of the Value of **Courage** is: The demonstration of the ability to be brave in facing possible danger and hardship by drawing upon an inner strength of character to stand firm on matters of personal principles and conviction.
- The synonyms for the Value of **Courage** are: Bravery, Nerve, Dauntlessness, Daring, Fearlessness, Fortitude, Gallantry, Gameness, Intrepidity, Mettle, Boldness, Pluck, Spirit, Valor

Youth Leadership Development



Step 3: Knowing Courage

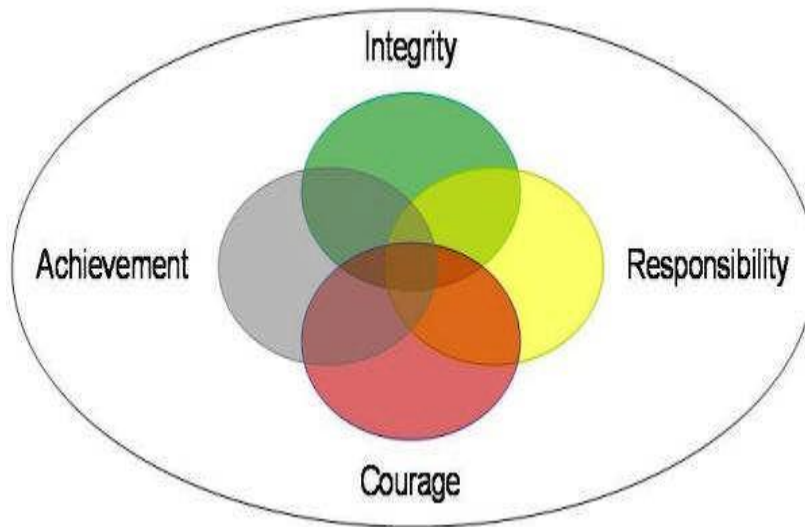
Leaders Who Model the Value of Courage:

1. Follow their principles and hold true to their convictions, even if it is unpopular, or problematic
2. Show the Moral strength of conscience to do what is right, even in the face of great fear or possible harm
3. Display the Courage to take Responsibility for all their words, decisions, and actions
4. Are willing to bravely endure and persevere in the face of adversity, even under peril or difficulty
5. Have the character to know enough to care enough to attempt difficult challenges for the greater good of all
6. Understand the higher the consequences; the greater the uncertainty of the outcome; the greater the level of Courage required; the higher the Achievement
7. Know that on matters of principle & moral conscience, simply doing good enough is not enough when your best is yet to be given
8. Understand the stronger the belief in what is right and just, the greater the personal need for showing the *Courage* to achieve and up-hold it
9. Recognize *Courage*, along with *Responsibility*, and *Integrity* are the values that drive the *Achievement* of equality, freedom, fairness, and justice for all
10. Know the *Courage* to do the right thing is contagious
11. Have the *Courage* and *Integrity* to protect and help those less fortunate, disadvantaged, or in great need
12. Understand that you haven't failed till you quit trying

Step 3: Knowing

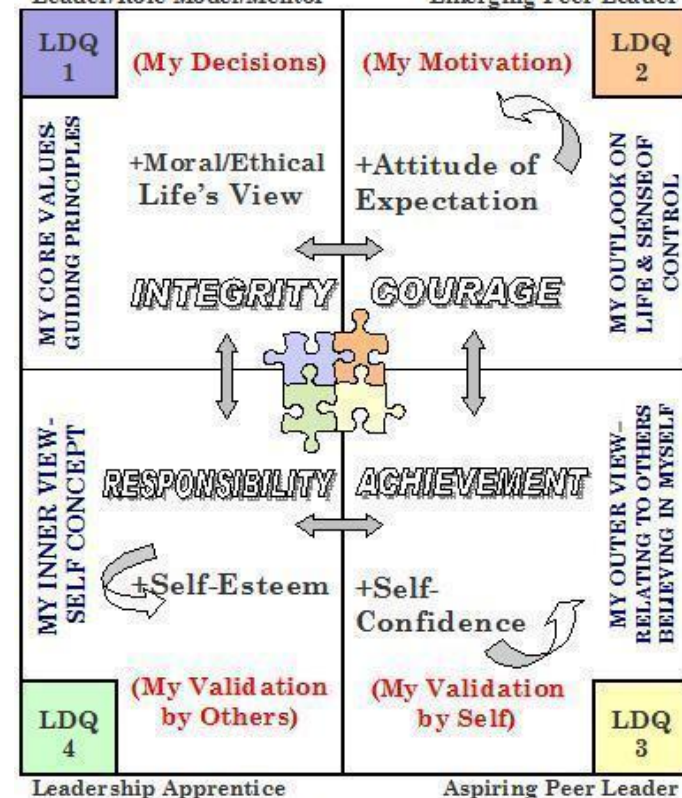
HOW THE **LEADERSHIP VALUES** OVERLAP AND INTERRELATE AS THEY OVERLAY EACH OF THE FOUR LEADERSHIP DEVELOPMENT QUADRANTS *Integrity, Achievement, Responsibility, and Courage*

Let's look again at the *Leadership Values*, but this time we will put all 4 together in a chart that shows the relationship of one to the other (as well as to the 4 *Personality Characteristics*).



The Interplay of *Leadership Values* with Key Personality Characteristics for Youth Leadership Values Training Emphasis

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Leader/Role Model/Mentor Emerging Peer Leader

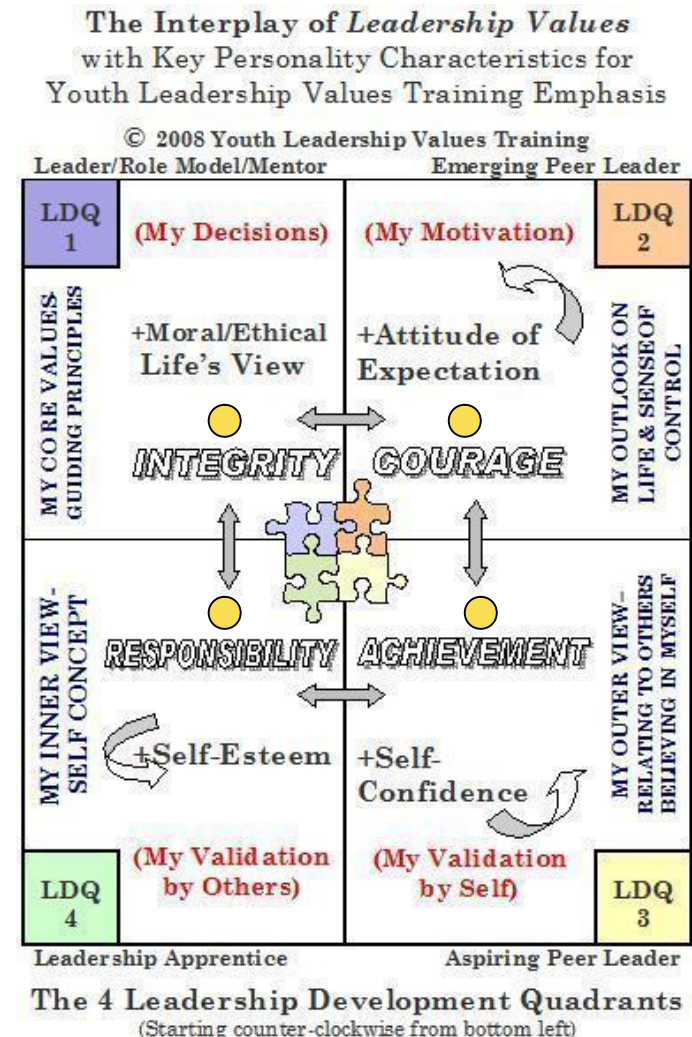


The 4 Leadership Development Quadrants
(Starting counter-clockwise from bottom left)

Step 3: *Knowing*

HOW THE **LEADERSHIP VALUES** OVERLAP AND INTERRELATE AS THEY OVERLAY EACH OF THE FOUR LEADERSHIP DEVELOPMENT QUADRANTS *Integrity, Achievement, Responsibility, and Courage*

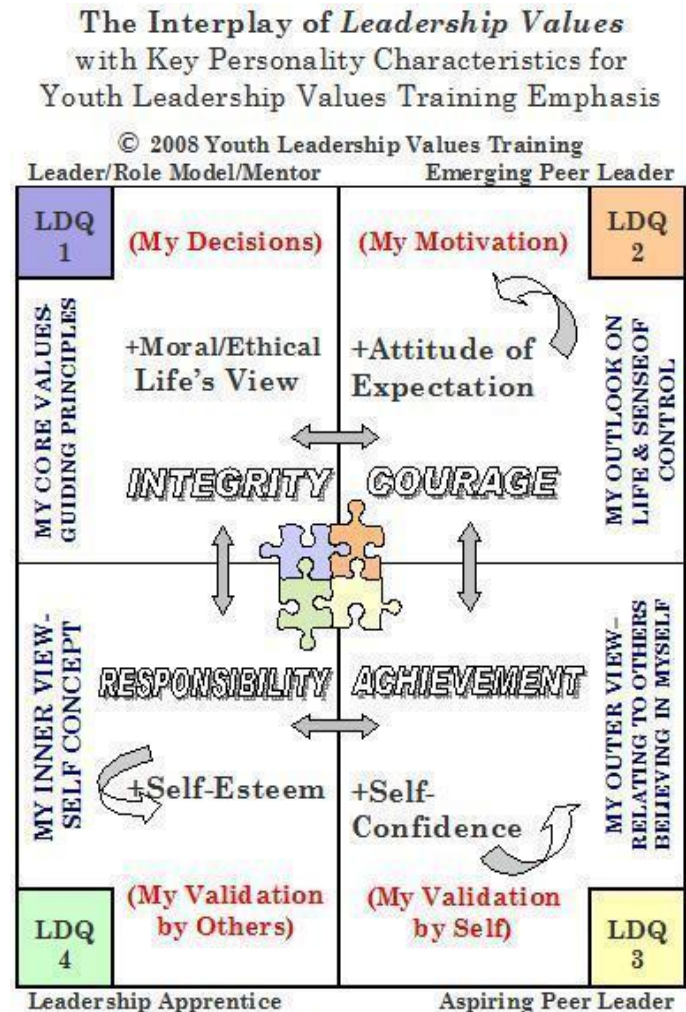
- Note that *each of the four Leadership Values* are, in turn, shown as the dominant Leadership Value of influence in each of the 4 Leadership Development Quadrants. A different one is singled out in each quadrant for special emphasis.
- In doing so it is important to understand that although one Value is featured in each LDQ, it also requires a strong supportive role from the associated values i.e., *Integrity, Achievement, Responsibility, or Courage*.
- While one value is dominant, all 4 Values interact within each LDQ and interrelate with the developing Personality Characteristic of predominant influence.
- Although there are many other Values that have an important supporting role for emphasis in a Leadership Values Training Initiative. These four Leadership Values of **Integrity, Achievement, Responsibility, and Courage**, represent the cornerstones that anchor a successful program of Leadership Values Training, especially when they are modeled, taught and developed, in context with the key Personality Characteristics.



Step 3: Knowing

HOW LEADERSHIP CORE VALUES SYNERGISTICALLY INTERACT WITH KEY PERSONALITY CHARACTERISTICS

- When the **Leadership Apprentice** (LDQ 4) begins to act with attention to developing the value of **Responsibility**, it plays a very large role in the ability to satisfy the need for respect from others, and therefore the need for self-respect. Continuing to act on the **Responsibility** value further develops high **+Self-Esteem**, while embracing the value of personal **Achievement** develops even more **Self-Confidence**.
- As the **Aspiring Leader** (LDQ 3) continues to develop the value of **Achievement**, it gives rise to a self-assurance that flows from strong **+Self-Confidence**. As the value of **Achievement** further develops, the **Aspiring Leaders** grow more confident, ultimately acquiring the ability to leverage their success by learning to apply new skills and abilities needed for overcoming obstacles, and for achieving difficult/challenging goals. By demonstrating this success and articulating an **+Attitude of Expectations** that leads others to believe they can do likewise, the **Emerging Leader** gains a following and earns their support, respect, and loyalty.
- An ever-increasing level of the value of **Courage** is required as the **Emerging Leader** (LDQ 2) further commits to the actions implied in the spoken **+Attitude of Expectations**. At this point, the **Emerging Leader** now begins to demonstrate the motivation to lead others by modeling the belief and expectation that one can have a sense of control and choice in the outcome of future life events.
- This Leadership development continues to progress to a focus on the decisions inherent in a **+Moral/Ethical Life's View** and the related refinements in the value of **Integrity** that go with it for a **Leader/Role Model/Mentor** (LDQ 1).



The 4 Leadership Development Quadrants
(Starting counter-clockwise from bottom left)

Step 4: Implementing Your Team's Role & Involvement YOUR VALUES TRAINING ACTION PLAN

- Let's start off by explaining that *How* your team ultimately goes about implementing your own Youth Leadership Values Training Action Plan, and for whom, is entirely your decision in concert with team mates, parents, and professionals supporting your efforts and working with you in this endeavor.
- This step of *How* you go about it can be approached as formally or informally, or as ambitiously or modestly as you wish.
- We are not taking a side on which action plan is "Best" for you. That is for you to decide, and the number of adults and youth involved, plus the depth of your resources and staff expertise and commitment may ultimately become modifiers of how ambitious an undertaking you choose.
- Armed with information presented in the "4 Step approach" for building your own Youth Leadership Values Training Initiative, it is our hope that you will be on your way and knowledgeable with not only *What* you need to focus on, but also *How* you might go about it.
- Note that you will find that the "Youth Training" button on the main page of the website has helpful information. It will lead you to a "Training Tools" button. There you will find a number of start-up Youth Leadership Values Training items. You may choose to adopt or modify them without having to start from scratch to create you own. Check it out – your first Youth Leadership Values Training initiative may be just a click away!
- To that end, we urge all members of your team to supplement this admittedly brief outline approach by reading the in-depth information provided in the full text of our book, Youth Leadership Values Training.

Step 4: Implementing

Choosing Your Approach to Youth Leadership Values Training

YOUR VALUES TRAINING ACTION PLAN

In researching the book Youth Leadership Values Training, patterns were identified based on analyzing various combinations of the following six methods of values training. A full chapter of the book is devoted to a discussion, in detail, of the options for you to consider. As you review them, you might think about incorporating at least some or perhaps all of these methods as you develop Action Plans for implementing your own Youth Leadership Values Training initiatives:

Youth Leadership Values Training For The Leaders of Tomorrow ©

- Teaching Values by Role Model Example
- Using Stories, Skits & Songs to Communicate Values
- Identifying Hero Examples to Teach Values
- Leading Informal Small Group Values Discussions
- Values Taught via Challenging Outdoor Activities
- Choosing Mentors to Nurture and Tutor Values

Please refer to the book, **Youth Leadership Values Training** for the complete text outlining each of these six approaches used historically, both formally and informally, to teach Leadership Values. It can be ordered from the website.

Step 4: Implementing
A Well Coordinated Youth Leadership Values Training Initiative
YOUR VALUES TRAINING ACTION PLAN

The *Integrated Leadership Education* "Multiplier"
In a Well Coordinated Youth Leadership Values Training Initiative

"Integrated Leadership Education implies that youth leadership experiences are connected to nearly everything they do. By incorporating leadership concepts across academic curriculum, in service projects, through daily discussion, with school-to-career initiatives and in community activities, youth are exposed to the wide range of positive possibilities related to being a leader (or taking on leadership roles). "

Mariam MacGregor, (2005) *Designing Student Leadership Programs:
Transforming the Leadership Potential of Youth*

It is the sum of all experiences that affect the development of Youth Leadership Skills, some perhaps more than others but all to varying degrees. This view makes sense of what is otherwise a fragmented process. By integrating your Youth Leadership Values Training with other activities that our youth are typically involved in, we multiply the lessons learned via a well coordinated initiative.

"These Youth Leadership Core Values are unique in that they are 'outwardly demonstrated leadership character traits' which cannot be bestowed upon someone, for example, as is the case with title, rank or authority.

The values of Integrity, Achievement, Responsibility, & Courage are distinguished by the fact that no one can give them to you.

They may be taught, learned and acquired, but you must first seek them out as a commitment to yourself to make them guiding principles to light the paths and guide your decisions as you travel through life.

In doing so, you will not only find the way for yourself, but will also set an outstanding example for others to follow."

Old Kía Kíma