

The Blanchard Foundation

Self

Student Situational Leadership

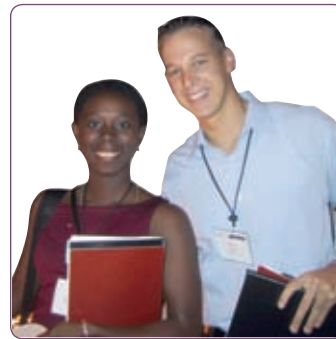
Using Ken Blanchard's proven business techniques to develop self leadership in middle-school, high-school, and college students



Middle School



High School



College



Goal Setting



Overcoming Obstacles



Group Dynamics



Problem Solving



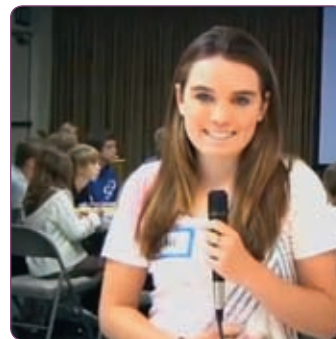
Team Building



Development Levels



Taking Responsibility



Confidence



Relationships

Students learn a set of skills that will stay with them for their entire lives. Self Leadership is about taking control, taking the lead, and taking responsibility for their actions and committing to accomplishing their goals.

THE Ken **Blanchard**
COMPANIES



Ken Blanchard

“Situational Self Leadership is a product of decades of research and experiences I have had motivating people to develop their potential.

Situational Self Leadership will give you the tools to become a contributing member of your school and community.

We’re all leaders of our life, but to be an effective leader of others, you have to start with being able to lead yourself.”

—Ken Blanchard

THE **Blanchard**
FOUNDATION

About The Ken Blanchard Companies®

Ken Blanchard is best known for coauthoring *The One Minute Manager*®, which sold more than 13 million copies worldwide, and still sells 10,000 copies every month. With nearly three decades of helping leaders and organizations, more than 18 million books in print, programs offered in more than 12 languages, and clients across six continents, **The Ken Blanchard Companies**® is recognized as one of the world’s leading training and development experts.

The Ken Blanchard Companies provides a variety of leadership trainings for businesses that wish to develop their people, improve workplace cultures, drive organizational change and strategic alignment, and become high-performing organizations.

About The Ken Blanchard Foundation

Blanchard’s commitment to leadership extends beyond the corporate world. **The Ken Blanchard Foundation** offers leadership training for middle-school, high-school and college students. This research-based program has been adapted and developed from Blanchard corporate training.

Teachers become certified to deliver the training to students. Music, juggling, team-building activities, card tricks, and skits are used to appropriately engage students at each grade level.

Imagine if you had learned at a young age how to manage yourself, how to ask specifically for what you need, how to set specific goals, and how to communicate with friends, family, and adults. Students learn what is possible for them when they learn to “lead themselves.”

This Is a Self-Leadership Course



Middle School



High School



College

Students are taught how to take the initiative for themselves instead of waiting for someone else to do things for them. This is not about students leading others—it's all about leading themselves.

When students feel empowered and are taught to how to communicate effectively, they go from blaming others and feeling like a victim to being a responsible, self-managed person. They begin to understand the benefit of being proactive and responding quickly and more appropriately to situations that arise in and out of the classroom.

Many students exit middle school, high school, and college with technology skills, but have gaps in day-to-day skills that are needed to understand their own development level, effectively solve problems, or work with others. This training prepares students to take responsibility for their actions and make good decisions that are best for all involved. Imagine if you had these skills before you joined a school or sports team, or entered a classroom or place of work.

Give students the leg up or the extra edge they need to lead themselves through school, among friends and family, and within groups. Help high-school and college students be more marketable in the workforce. Students may include this course on their college or grant application and résumé. Middle-school students will understand themselves better and be able to communicate better with family, friends, teachers, and other adults.

“I have learned things that I can really use in the real world, which is really good. I mean learning things like how to shake hands, how to build confidence, how to speak in front of people. These are all skills normal classes wouldn’t teach, yet they are so important in the real world. I am really glad I took Leadership as my elective.”

—Erica
Bernardo Heights Middle School

“My son is now better able to analyze a situation, prioritize, negotiate, or make compromises, if necessary, and then work hard to complete the task.”

—Parent
Classical Academy

Benefits for Students

This leadership program gives students an advantage that many of us have never had.

It gives students the skills they need to lead themselves in school, at home, and at work.

Nine Learning Modules

Students will learn how to

1. Overcome obstacles and take responsibility for themselves
2. Communicate better with parents, teachers, and peers
3. Ask for specific help before it’s too late
4. Work through different learning stages instead of giving up
5. Utilize and develop their natural power for the benefit of all
6. Seek opportunities that motivate them
7. Set specific goals that provide direction and hold them accountable
8. Use a systematic way to solve problems
9. Negotiate appropriately for more freedom



Benefits for Teachers and Trainers

“Ken Blanchard’s Situational Self Leadership is the perfect training program for students, faculty, and staff both at school and in the workplace.”

Participants will understand the value of taking responsibility for one’s own growth and development and benefit by learning to take the lead even when they are not in charge.

Specifically, students who participate in Situational Self Leadership training will become more marketable in the workplace and gain an edge in an ever-tightening economy.

Personally, Situational Self Leadership has helped me to make a difference in students’ lives to help them create opportunities for themselves. I have learned to lead at a higher level.”

—Agustín Albarrán
Associate Dean, Student Affairs
Grossmont College

When students have self-leadership skills, the teachers and trainers benefit because they learn to

- Use engaging activities to ensure active participation
- Teach life skills in a fun, but purposeful way
- Find out what motivates each student in the classroom
- Build a sense of community through team-building activities
- Find more enjoyment from work when students take responsibility for completing their work
- Count on students to ask more specific questions when they need help
- Use these leadership skills in their own personal or professional life



Benefits for Parents and Families

“In this leadership program, Adam learned how to be socially appropriate among his peers.

He is now able to communicate with others and behave in an acceptable way that will not encourage teasing or bullying.

Adam has come a long way; especially effective was the time between sixth and seventh grades, when he participated in the Ken Blanchard Student Situational Self Leadership.

We are very proud of Adam.”

*Many Thanks,
Adam’s Mom*

The relationship between a parent and a son or daughter is priceless.

Life is all about who you love and who loves you.

Parents will

- Spend less time solving their son’s or daughter’s day-to-day problems
- Follow a clear leadership process for communicating with each other
- Have more time to spend on important issues because sons and daughters are more self-reliant
- Build a bonding relationship with family members
- Feel the joy of watching their son or daughter succeed



Benefits for Employers and Businesses

“Once we establish ownership and self management, we tend to work together more effectively.”

“We’re ready to focus our energy on the greater good and make contributions at a higher level.”

—Phi Gamma Delta Fraternity

Many students exit school with technology skills, but have gaps in day-to-day skills that are needed to manage their own lives or effectively work with others.

Since these students may work for you one day, it’s important that these future employees learn how to

- Manage themselves effectively as soon as they enter the workforce
- Take the lead and make good decisions even when they’re not in charge
- Take the initiative to get the direction and support they need from their supervisor, teacher, or parent
- Diagnose their own skills and motivation so they don’t wait for someone else to tell them what they need
- Use effective communication skills as they travel through development levels
- Solve problems rather than just finding them



What Teachers, Managers, and Administrators Are Saying ...

“Seventh-grade students at Bernardo Heights Middle School had the opportunity to participate in our Student Leadership program sponsored by The Ken Blanchard Companies. The leadership program helped students learn to take responsibility for their actions and to set realistic and measurable academic goals that challenge them to stay motivated to succeed. Additionally, our students learned communication skills that assist them in problem-solving situations with peers, parents, and teachers. It is nice to see more of our students assuming leadership roles on campus.”

—Elaine Johnson, PhD • Principal • Bernardo Heights Middle School • California

“I have always had a passion for great leadership and am humbled by the fact that I’m now able to help young people become the leaders they were meant to be in a meaningful way with this amazing curriculum. I know that the new connection we are forming is going to bear important, life-changing fruit and I am so happy to be able to make a difference in the lives of others. I am now and forever a ‘raving fan’ of the Blanchard Foundation.”

—Kurstin Lee • Former Vice President • Hugh O’Brien Youth Leadership • Arizona

“Over 3,000 of our undergraduate members have participated in Situational Self Leadership and Situational Leadership® II. Those who participate feel better equipped to lead their chapters and better prepared to enter the workplace. Our chapters’ participation in these programs also makes Phi Gamma Delta more attractive to potential members and campuses where we are looking to expand.”

—Rob Caudill • Director of Education • Phi Gamma Delta Fraternity • International HQ • Kentucky

“We feel that if we can give something back to the communities that give so much to us, we’re doing the right thing to help students help themselves. Students learn direction, support, and basic job skills to go out into the workforce. At AJ Wright and TJX, that’s real important because we’re building the workforce for the future.”

—Jerome Smalls • TJX Companies, Inc. • Vice President Community Relations • Massachusetts

“When I first ran across the Blanchard Student Leadership curriculum, I knew I had stumbled on a gold mine—these are the exact leadership lessons that college students need in order to thrive in their transition into the workplace, especially for those who hope to ‘lead at a higher level’ and make a positive impact. I’ve been using their material with dozens of students as they start internships and first jobs, and the ones who implement it are shining examples of the potential this generation has to be leaders and change makers.”

—Scott Schimmel • Faith@Work Specialist • InterVarsity Christian Fellowship • California

“The life skills they learn now are the skills they’ll take with them in the future. These kids will graduate and there will be more students who will take their place. We’re looking for a long history of connection, because these kids will graduate and there will be new kids needing to learn these skills to run our own communities and run the world.”

—Jim Coombs • Principal • West Covina High School • California

“As the Director of the San Diego/Imperial County Workplace Learning Resource Center, I offer leadership training to all community colleges in the San Diego/Imperial County area. We’re using the Blanchard Leadership program and find that students are more confident and skillful, and are taking charge of their lives at school and work. The program has been successfully launched at Grossmont and Cuyamaca Colleges, and we plan to expand to other colleges throughout the region.”

—Linda Waring • Director • San Diego/Imperial County Workplace Learning Resource Center • California

What Students Are Saying ...

Middle School

—“Now I know that I shouldn’t automatically say, ‘I can’t’ before I try to do something. I need to believe in myself. If I don’t believe in myself, why should anyone else.”

—“I know that I shouldn’t count on someone else to get what I need. Even though my parents or teachers can help me, I need to have a goal and a plan for myself.”

—“This is the first time I ever wrote a goal and achieved it. Usually, I give up after a while. I brought my grades up to one A and all the rest B’s. My mom is giving me \$20 more a week for my allowance.”



High School

—“I think it’ll help me work better with my teachers, my coach, my parents, and my boss (when I have one!). After I decide what it is that I need, I know that I have to tell them how they can help me. I can’t expect them to know everything.”

—“This was a fun way for me to learn that I could use my ‘points of power’ to get what I want in life. I used to think that I didn’t have any power. Now I have a plan for how I’m going to use my power in life.”

—“I think this class will prepare me for life. I feel more confident and I’m going to take charge of my own life, instead of hoping that someone else will know what I want.”

—“My parents want me to go to a charter school because I can take electives like this.”

—“My dad had to take this leadership class at his work, so now I know why he’s been on my case to take it, too. I plan on majoring in business and this will help me run my own company.”



What Students Are Saying ...

College

College student, KPMG, Student SSL Course

—“I learned more about myself and how to communicate better with others than I ever thought possible in three days. In fact, I learned more in this weekend training than I learned in an entire course I took last quarter.”

College student, KPMG, Student SSL Course

—“I felt like KPMG is willing to invest in my training and education, and that’s important to me. I want to be in a place where everyone is encouraged to apply these communication and partnering skills at work. I plan to work for a long time, and I want to enjoy my work.”

Phi Gamma Delta Fraternity • Across the United States

—“I liked learning how I learn best and recognizing my points of power and what I must do to improve in the areas that I am lacking.”

“I was able to explain a fairly complex issue and make it seem simple to understand. It played off of things I already knew to teach me more about these issues.”

“The way everything was related to us, we could understand the material on our level, and we didn’t feel like we were being ‘preached’ to.”

“The program was presented, so we weren’t just read information. Anyone can read; our facilitator came up with a clever way to present the information, and gave us incentives to want to learn.”

“I think this is a great program, and it does have a lot of helpful ideas, strategies, and facts to help people become successful. It also helps people understand the steps they are going through when discovering something new about themselves, so they know not to give up, that some things that are happening to them are normal. Great program.”

“Don’t view challenges as limitations, but as opportunities.”



Provide the Student Situational Self Leadership Program for Students in Your School or Organization

Creative ways to pay for this training and student workbooks

Partnering

- PTA
- Business Partners
- Rotary Clubs
- Chamber of Commerce

Individuals

- Parents pay for the workbook
- College students purchase their own workbook
- Students pay it forward by purchasing a workbook for an upcoming student

Grants

- Foundations
- Local Agencies
- State and Federal Government

Become Certified to Teach the Program

1. A group of adult participants schedule a three-day training session at your school site or place of work with a Blanchard trainer.
(Weekends, after school, or evening sessions are also available.)
2. Two days are spent learning the curriculum.
3. The third day is the certification or the “Teach Back” day. Participants teach the content back to the Blanchard trainer. All participants receive a certificate, which grants permission to deliver the Student SSL lessons to students.
4. Participants order a student workbook for each student.
5. Participants follow the teacher guide as they teach the nine modules over 18 weeks, or extend the lessons for the entire quarter or semester.

What does it cost?

There are three separate costs:

1. Participant training (three days at seven hours per day)
2. Facilitator materials and guidebook
3. Individual student workbook (one for each student)
Students take these books home after the training

For current pricing contact: **The Blanchard Foundation**

To view videos,
success stories, and
learning modules
go to our Web site
or scan the following
Quick Response Code
with your mobile device.

Use your smartphone to scan this
Quick Response Scan Code.



When you scan this code, the Web browser
on your mobile device will jump directly to
the Student Leadership section at the
www.KenBlanchard.com Web site.

Free QR scanner apps are available for the
iPhone and Android smartphones.

Search the "App Store" or
"Android Market" for "Code Scanner."

Download and install
the free scanner app on your device.

Click to open the scanner app;
point your device's camera
at this Quick Response Scan Code above.

The device will prompt you to browse the
www.KenBlanchard.com Web site.



Want more information?

To learn more, visit: www.KenBlanchard.com

Go to "About Us" • Click on "Student Leadership"



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