

Business Leadership 2

Exam Information	Description
Exam number 419 Items 43 National Career Cluster Business Administration & Management Certification available Yes	The Business Leadership 2 industry certification exam assesses students' knowledge of how to be an effective leader. Concepts include creating a positive culture, building effective teams, leadership employability skills, consensus building and change management, resolving conflict, and creative problem-solving. Learners are evaluated on their participation in teams as both a team member and a leader, demonstrating the skills they practice throughout the class.

Exam Blueprint and Performance Skills

Standard	Percentage of exam score
1. Creating a Positive Work Culture	32.43%
2. Team Building Strategies	13.51%
3. Employability Skills	8.11%
4. Consensus Building/Change Management	13.51%
5. Conflict Resolution	13.51%
6. Creative Problem-Solving	18.92%

*Includes performance skill evaluation

Standard 1 - Leadership Employability Skills

Candidates will develop the leadership skills needed for employment in any given career field.

Objective 1 Leadership Purpose

1. Why: the individual reason that someone seeks leadership
 - a. Understand the reasons an individual would seek a promotion or ask to be responsible for others.
2. As a Success Measurement:
 - a. Tangible results like profits, ROI, and expanding into new markets
 - b. Employee morale and retention
 - c. Team productivity and innovation
 - d. Influencing others (More than followers on a platform)
 - e. Customer satisfaction

Objective 2 Communication Skills

1. Verbal: Tone, word choice, sarcasm use. Discuss both in person, over the phone, and during digital or virtual calls.
 - a. Unavoidable: We are communicating even when we are not choosing to verbally speak. Body language and facial expressions communicate volumes.
 - b. Continuous: Don't make assumptions when communicating. One-way communication is still communicating. Even if the receiver is not paying attention. Assuming understanding creates communication breakdowns.
 - Create processes, policies, and timelines to ensure understanding.
 - c. Learned: Understanding the contextual environment of your organization and the employees helps to create better communication.
2. Written: Determine the type of writing that is the most appropriate for the setting and audience.
 - a. Example:
 - Emailing clients with invoices vs texting them an amount
 - Texting a coworker to cover a shift
 - Calling in sick or informing your supervisor that you'll be late
 - Follow-ups and progress reports through text or email
3. Presentations: Use appropriate visual aids designed to focus and draw attention. Layouts should be simple and easy to follow, adding to the presentation.
 - a. Don't read from the screen, use presenter mode, and practice before presenting
 - b. Write a script and use the notes section to plan out the presentation content
 - c. Create interaction throughout the presentation
 - d. Know your audience. Don't use acronyms and analogies that don't relate to the audience. Capture their attention and create credibility.
 - e. Eye contact with the audience is essential
4. Conducting a meeting:
 - a. Define the purpose of the meeting
 - b. Set meeting norms
 - c. Keep the meeting flowing

- d. Set and use the agenda to stay on subject
 - e. Engage all the team members
 - f. Begin and end on time
 - g. Invite the right people
 - h. Send a follow-up summary and reminder of task and meeting content.
5. Decide the most appropriate format for all stakeholders
- a. Virtual Meetings
 - b. In-Person

Objective 3 Making informed decisions

1. Data-driven decision making (DDDM) is defined as using facts, metrics, and data to guide strategic business decisions that align with your goals, objectives, and initiatives.
 - a. Removes biases and provides evidence for making tough decisions
2. Feedback from your team:
 - a. When feedback is regularly used to make decisions, engagement rises, productivity increases, and organizations become more closely aligned with the values
3. Review AI challenges: when using AI for decision-making. Include the pros and cons of AI use in making decisions
 - a. Review the sources from the search results
4. Determine policies for the ethical use of AI in Business.
 - a. Should you disclose when you are using it and what data you provided to AI?

Objective 4 Accountability

1. Scheduled performance reviews: Annual performance reviews that are held consistently can provide an opportunity to discuss the performance of the employee and to receive informal feedback on the direction of your leadership.
2. ROWE: Results Only Work Environment. This work environment is all about accountability. Instead of requiring time from employees to earn their pay, it looks at the productivity and the actual outcomes that an employee's efforts provide toward the business's goals.
3. Constructive Criticism: Corrective feedback that is given in a positive way to help employees to improve
4. their performance.
5. Positive Feedback: Encourages continuing a given behavior and action. Be specific, be positive, and be sincere.
6. Anonymous Surveys: given from employees to leaders can help to provide feedback on the direction of the business and the leader. The anonymity allows for a safe place to be completely honest about how they feel with no repercussions
7. Peer-to-peer feedback: Oftentimes, a team must interact or take work from another team. The need for good collaborative relationships in this process is essential. Peer-to-peer feedback provides a horizontal vs a vertical alignment in values and goals.

Optional: Standard performance evaluations on the final page of this document

Standard 2 - Creating a Positive Culture

Candidates will understand and implement strategies that create a positive and ethical culture.

Objective 1 Make a Plan

1. Create an environment that draws talent to the organization
 - a. Create a clear map: Provide a detailed description of the destination or company vision.
 - b. Have a shared progress report: A goal that all are working to achieve and is in alignment with the company's goals.
 - c. Keep repeating the plan: promote the staff to internalize or own the plan by repeating it frequently.

Objective 2 Create Culture

1. Describe the basic steps for creating an organization's culture.
 - a. Create your cultural values
 - b. Commit to sticking to your values
 - c. Have Credibility, be accountable for your commitment to build and create the culture
 - d. Identify and address common ethical issues that arise for individuals, managers, and organizations.

Objective 3 Have Crucial Conversations

1. Explore the ways a crucial conversation between two or more people can affect culture. Crucial conversions occur when stakes are high, opinions differ, and emotions run strong. These conversations are also difficult because the decisions made have the potential for negative consequences and impact.

Optional: Standard performance evaluations on the final page of this document.

Standard 3 - Building Effective Teams

Candidates will explore the reasons teams are formed and the characteristics of effective teams. Discuss team norms and behaviors and the importance of team-building activities.

Objective 1 Explain the “why” for forming the team you are building. Ensure that the goals of the team are aligned with the organization’s mission and vision.

1. Describe the traits of individual team members who need to accomplish the team's goals.

- a. Leader: Provides vision and direction, inspiring and guiding the team toward common goals.
- b. Strategist: Analyzes situations, develops plans, and makes informed decisions to navigate challenges effectively.
- c. Executor: Focuses on task completion, ensuring that plans are implemented efficiently and objectives are met.
- d. Innovator: Generates creative ideas and challenges existing processes to drive improvement and foster innovation.
- e. Team Player: Promotes collaboration and maintains harmony within the team, facilitating effective communication and cooperation.

Objective 2 Discuss effective team norms and behaviors

- 1. Discuss effective team norms and behaviors
 - a. Set clear expectations
 - b. Has united goals and purpose
 - c. Has defined roles and responsibilities
 - d. Treats everyone with respect and seeks input from all team members
 - e. Prioritizes collaboration and cooperation
 - f. Open to periodic adjustments and evaluations

Objective 3 Explore team-building exercises and why they are used.

- 1. Team building exercises: Activities, exercises, and strategies designed to foster trust, enhance teamwork, and align team members toward common goals.
- 2. Common Types of Team-Building Activities:
 - a. Icebreaker games
 - b. Problem-solving challenges
 - c. Outdoor retreats
 - d. Workshops and training sessions
 - e. Role-playing exercises
- 3. Understand why organizations use team-building activities
 - a. Improving Communication: Encouraging open and effective dialogue among team members.
 - b. Building Trust: Establishing a supportive and reliable work environment.
 - c. Enhancing Collaboration: Encouraging teamwork to achieve shared objectives.
 - d. Boosting Morale & Motivation: Creating a positive and engaging team culture.
 - e. Identifying Strengths & Weaknesses: Helping members understand their roles and how they contribute to the team.

Optional: Standard performance evaluations on the final page of this document

Standard 4 - Strategies of Change Management

Candidates will understand that change is difficult in organizations, but there are strategies that can improve the process, such as consensus building and managing emotions.

Objective 1 Consensus Building: is a process of working toward agreement within a group by fostering collaboration, open communication, and mutual understanding.

1. Describe when consensus is needed in an organization
 - a. Seeking support for a new initiative
 - b. Implementing a significant change
 - c. Addressing complex issues where perspectives are needed.
2. Explain how to building consensus works
 - a. Leaders encourage open dialogue, compromise, and mutual understanding to reach an agreement that everyone can support.

Objective 2 Managing Your Own Emotions

1. Candidates will understand and practice how to manage negative emotions like: frustration, worry, anger, dislike, and disappointment.
2. Strategies for Managing Emotions:
 - a. Stop and Evaluate
 - b. Compartmentalization
 - c. Focus on building positive thoughts and actions
 - d. Relaxation techniques
 - e. Know your triggers
 - f. Check your mindset
 - g. Be respectful
 - h. Adjust your goal

Objective 3 Candidates will understand the need for leadership to manage others' emotions.

1. F- Feed them. Get them to focus on their physical state through breathing exercises, taking a drink, or calling for a break.
2. I- (Show) Interest that is genuine. Ask them questions to disarm them if they are getting upset, and validate them and their perspective. Listen.
3. E- (get) Eye contact and say their name. Hearing their name snaps them out of a heightened emotional place and can be emotionally grounding.
4. L- Leave them never - even when they tell you to go away, examine the situation and know when space is needed and when further conversation is appropriate.
5. D- Down on their level is where you need to be. Relate to them, sit down and pull up a chair to be on the same level vs. talking from far away or over them.

Objective 4 Evaluating Policies and Procedure, the processes used to determine if an organization's current practices are in alignment with goals, missions, and vision.

1. Policies are written protocols for how to handle various business functions. These rules determine how procedures are developed, carried out, and evaluated.
2. Procedures are directions on how to implement policy.
3. Update and Review: to ensure that the policies and procedures are current and relevant to the organization's vision and mission.

Optional: Standard performance evaluations on the final page of this document

Standard 5 -Creative Problem Solving

Candidates will understand the importance of creativity in the problem-solving process

Objective 1 Making space for creativity in a work environment.

1. Downtime at work: The brain uses this downtime as fuel to incubate and innovate. Creative work environments incorporate downtime into their workflow.
2. Play at work: It allows a person to discover why and how things are done within a certain framework, finding new and different solutions to problems.
3. Passion projects at work: They help you build new skills or hone existing ones. You can use your creativity, imagination, and resourcefulness in new ways.

Objective 2 Define the creative problem-solving process

1. Clarify: this phase explores a vision or desired outcome and the exact problem to be solved.
2. Ideate: this phase focuses on idea creation.
3. Develop Solutions: This phase turns promising ideas into more workable solutions.
4. Implement: This phase that explores the acceptance of the idea and develops a more detailed implementation plan.

Objective 3 Strategies for engagement and avoiding groupthink

1. Create a space where everyone has a voice using some classic strategies
 - a. Socratic Questioning: a form of group discussion, based on asking and answering questions to stimulate critical thinking and to draw out ideas. This is a more formal style where the leader acts as a facilitator and withholds their own opinion.
 - b. Think-Pair-Share: a strategy where employees first think through the problem on their own, then share with a partner, and then with the whole group to solve a problem.
 - c. Brainstorming: an informal approach to problem-solving where all ideas are accepted.

- d. Take a Break: Set the problem aside, sleep on it, do some research, and reevaluate at a scheduled time.
- e. Circles: The Leader gives a prompt, no one can speak or react visibly in a negative or positive way, and each person is given a chance to express their opinions.

Optional: Standard performance evaluations on the final page of this document

Standard 6 - Resolving Conflict

Candidates will understand the types and causes of conflict and how to use different strategies to resolve conflict in the workplace.

Objective 1 Understand the difference between functional and dysfunctional conflict and strategies to resolve conflict.

1. Types of Conflict
 - a. Functional conflict is a healthy, constructive disagreement between groups or individuals
 - b. Dysfunctional conflict is an unhealthy disagreement that occurs between groups or individuals
2. Temporary strategies
 - a. Competing: to stress your position without considering opposing points of view.
 - b. Accommodating: to forego your concerns in order to satisfy the concerns of others.
 - c. Avoiding: to keep away from or stop oneself from doing or to stay away from someone or something, or being work avoidant simply means moving forward while ignoring key pieces of work that either do not interest you or are intimidating for some reason
3. Enduring strategies
 - a. Collaborating: to satisfy both sides. It is highly assertive and highly cooperative; the goal is to find a “win/win” solution.
 - b. Compromising. To give up something you want in order to reach an agreement
 - c. Get Curious or seek to understand before being understood.
 - d. Use the phrase “Tell me more.”
 - e. Ask open-ended questions of the participants
 - f. Understanding the variance of personal narratives in conflict

Objective 2 Candidates will learn to lead with empathy, or the ability to understand and share the feelings of another person.

1. Perspective taking: to see the world as other people see it.
2. Be Non-Judgmental: try to set aside any preconceived ideas of the individual before having interactions and conversations.
3. Understand feelings: learn not to avoid emotions when discussing conflict. Being emotionally Intelligence is key to understanding others’ perspectives.

4. Communicate understanding: show emotional intelligence by being able to express understanding of the viewpoint.
5. Mindfulness: taking a balanced approach when it comes to perspectives so we are not exaggerating or suppressing others' emotions.

Optional: Standard performance evaluations on the final page of this document.

Performance Skills Evaluation

Exam name: Business Leadership 2

Candidate Name: _____

Performance assessments may be completed and evaluated any time before the certification is issued. The following performance skills can be used in connection with the associated standards and exam. The evaluator will function as the subject matter expert to determine if the candidate meets the skills requirements with a Yes/No for passing.

Standard 1 – Leadership Employability Skills Candidates will utilize one of the above feedback strategies for a class, CTSO, or club project. As the leader, they can gain feedback from their employees to improve the project in the future. Candidates will describe the feedback they chose and some of the responses they received.	Pass:
Standard 2 – Creating a Positive Culture Candidates will understand and implement strategies that create a positive and ethical culture	
Standard 3 – Building Effective Teams Have candidates design a team-building activity for a class or organization, including identifying the goals of the activity	Pass:
Standard 4 – Strategies of Change Management Role play dealing with negative emotions in a work setting.	Pass:
Standard 5 – Creative Problem Solving Candidates will participate in the creative problem-solving process and then complete a self-reflection or review of the process.	Pass:
Standard 6 – Resolving Conflict Candidates will investigate a workplace conflict by interviewing a trusted adult. Then return to the classroom and make suggestions on how the above strategies could have been used to resolve the conflict.	Pass:

Evaluator Name: _____

Date: _____