

LESSON 30 • OUTLINING SKILLS (LEVEL B)

Textbook Pages 44–46

ORGANIZE NOTES, COMPLETE AN OUTLINE, AND WRITE A REPORT

**Directions:** Note the 6 main topics shown opposite Roman numerals in the **Skeleton Outline** below. Assume that you made the 11 sets of research notes on the left for a report entitled “*How to Help Others Grow*.” Identify each set of notes with a Roman numeral (**I, II, III, IV, V, or VI**) in its slot to correspond with the main topic it supports. Next, construct the complete 3-tier outline on the right by writing the subtopics (A, B) and details (1, 2).

I. Expect the best to get the best

IV. Treat failure as a learning experience

II. Listen to learn how to motivate

V. Compliment any improvement

III. Set high standards of achievement

VI. Encourage sense of group pride

#1

☐

Good leaders motivate individuals to achieve high standards by working together as a closely-knit group.

#2

☐

When teachers expect more, their students expect more of themselves. A study by a psychologist and an elementary school principal verified this statement. Randomly selected students represented as pupils expected to show significant gain actually tested higher.

#3

☐

A motivator knows that fear of failure destroys creativity and initiative.

#4

☐

Real leaders develop followers who, in turn, may also become effective leaders. Examples: Parents who encourage and pull children up find their children may surpass them one day. Athletes may become excellent coaches.

#5

☐

Good leaders know that at some time people reveal how they are motivated. Therefore, a good leader listens for clues and acts upon them.

#6

☐

Successful leaders allow individuals creatively to express themselves within the limits of company policies and standards.

#7

☐

Students and employees often make this common complaint: "I seldom get a compliment when I feel it's deserved. On the other hand, if anything goes wrong, I soon hear about it."

#8

☐

An ability to fail can make for lasting success. People who hesitate to try something new because they fear failure seldom accomplish anything. People who seek ways to succeed turn failure into learning experiences.

#9

☐

To thank people who help us is a courtesy, and we tend to follow gracious leaders. Everyone wants to be appreciated.

#10

☐

Throughout history those military leaders and their men who were highly acclaimed proved loyal and respectful to one another. They shared a mutual trust.

#11

☐

Good leaders tolerate a considerable amount of individuality. At the same time, however, they demand superior performance.

HOW TO HELP OTHERS GROW

I. Expect the best to get the best

II. Listen to learn how to motivate each person

III. Set high standards of achievement

IV. Treat failure as a learning experience

V. Compliment any improvement in performance

VI. Encourage sense of group pride among coworkers and leaders

A. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

B. \_\_\_\_\_

A. \_\_\_\_\_

B. \_\_\_\_\_

A. \_\_\_\_\_

B. \_\_\_\_\_

A. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

B. \_\_\_\_\_

A. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

B. \_\_\_\_\_

A. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

B. \_\_\_\_\_

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Lesson 30: Organize Notes, Complete an Outline, and Write a Report • Student Page

Total: 31 Points (11 Notes + 20 Outline Slots)

HOW TO HELP OTHERS GROW (AUTHORITATIVE 3-TIER OUTLINE • TEXTBOOK P. 46)

- I. Expect the best to get the best Note 2

A. Theory tested in a study by a psychologist and a principal

1. Group of randomly selected students represented as achievers

2. This group **expected** to show gain in a year

B. Group's higher-than-classmates' final test scores supported theory
- II. Listen to learn how to motivate each person Note 5

A. People often reveal how they're motivated

B. Good leader listens and acts upon clues
- III. Set high standards of achievement Notes 11, 6

A. Allow for individuality Note 11

B. Demand superior performance Note 11, 6
- IV. Treat failure as a learning experience Notes 3, 8

A. Fear of failure destroys creativity and initiative Note 3

B. Successful people dare to try and learn from failures Note 8
- V. Compliment any improvement in performance Notes 7, 9

A. Common complaint Note 7

1. Seldom complimented when it's deserved

2. Hear immediately if something is wrong.

B. Everyone wants to be appreciated; follows gracious leaders Note 9
- VI. Encourage sense of group pride among coworkers and leaders Notes 4, 10, 1

A. Real leaders develop followers who become good leaders Note 4

1. Parents encourage children who often surpass them

2. Athletes often become excellent coaches

B. Top military leaders and men shared sense of comradeship Notes 10, 1

1. Loyal and respectful to one another

2. Developed a mutual trust

MODEL 6-PARAGRAPH EXPOSITORY REPORT: THE ARCHITECTURE OF HUMAN GROWTH

**Paragraph 1 (The Power of High Expectations):** True leaders understand that expecting the best is the surest catalyst for bringing out excellence in others. When educators hold high expectations, pupils instinctively elevate their self-concept. Famous psychological studies demonstrate that students randomly labeled as high achievers consistently score higher than peers. Furthermore, visionary parents and coaches nurture proteges who eventually surpass their mentors.

**Paragraph 2 (Attentive Listening):** Motivation is never one-size-fits-all; it requires empathetic listening. Effective leaders recognize that individuals continually drop subtle verbal and behavioral clues regarding what truly inspires them. By listening actively rather than prescribing rigidly, leaders discover personalized motivational levers.

**Paragraph 3 (High Standards & Autonomy):** Cultivating human growth demands balancing high standards with creative freedom. Exemplary managers demand superior results while tolerating individuality, allowing contributors to innovate freely within company policy boundaries.

**Paragraph 4 (Reframing Failure):** Growth ceases when fear of failure takes hold. Great motivators know that apprehension paralyzes initiative and original thought. By treating errors as invaluable data and steppingstones toward mastery, leaders liberate individuals to take bold, constructive risks.

**Paragraph 5 (Frequent Recognition):** Positive reinforcement fuels sustained commitment. Too often, workers lament that superiors remain silent during triumphs but pounce upon mistakes. Expressing genuine gratitude and timely praise satisfies the universal human yearning for appreciation and cements loyalty.

**Paragraph 6 (Shared Group Pride):** Finally, lasting excellence thrives within a culture of collective pride and mutual trust. Throughout military and organizational history, acclaimed commanders and their teams forged deep bonds of reciprocal respect, achieving transcendent goals together.

**6 Pillars of Transformational Leadership**

This capstone report demonstrates how an abstract interpersonal concept ("Helping Others Grow") is systematically partitioned into 6 actionable behavioral principles, perfectly mirroring modern organizational psychology.

**3-Tier Subordination Taxonomy**

Page 46 illustrates advanced outline subordination: complex evidence (such as experimental protocols or comparative sub-cases) descends to 3rd-level Arabic numerals (1, 2) beneath supporting subtopics (A, B).

| Note # & Topic      | Core Content / Quotation                   | Outline Function (P. 46)     | Pedagogical & Psychological Rationale                                   |
|---------------------|--------------------------------------------|------------------------------|-------------------------------------------------------------------------|
| Note 2 → Topic I    | Teachers expect more; students gain        | I.A (1, 2) & I.B (Pygmalion) | The Rosenthal self-fulfilling prophecy in cognitive development.        |
| Note 5 → Topic II   | Listens for clues on how people motivate   | II.A & II.B (Listening)      | Individualized consideration and empathetic diagnosis.                  |
| Note 11 → Topic III | Tolerate individuality; demand superior    | III.A & III.B (Standards)    | Balancing high performance standards with individual autonomy.          |
| Note 6 → Topic III  | Creative expression within policy limits   | III.B (Policy limits)        | Bounded freedom within organizational framework. (Also valid in II/IV). |
| Note 3 → Topic IV   | Fear of failure destroys initiative        | IV.A (Fear of failure)       | Psychological safety as the prerequisite for innovation.                |
| Note 8 → Topic IV   | Turn failure into learning experiences     | IV.B (Resilience)            | Growth mindset: viewing setbacks as iterative learning feedback.        |
| Note 7 → Topic V    | Seldom get compliment; criticized fast     | V.A (1, 2) (Complaints)      | Diagnosing the negative bias of traditional supervisory criticism.      |
| Note 9 → Topic V    | Courtesy of thanking; appreciation         | V.B (Gratitude)              | Affirmation and interpersonal gratitude as motivational bedrock.        |
| Note 4 → Topic VI   | Children surpass parents; athletes coach   | VI.A (1, 2) (Generative)     | Generative mentorship: developing successors who outshine the mentor.   |
| Note 10 → Topic VI  | Military mutual trust, loyalty, respect    | VI.B (1, 2) (Comradeship)    | Esprit de corps and relational trust under adversity.                   |
| Note 1 → Topic VI   | Closely-knit group achieves high standards | VI.B (Teamwork)              | Cohesive synergy and peer accountability. (Also valid in III).          |