

Perris Union High School District

Course of Study

A. COURSE INFORMATION		
Course Title: <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Advanced Leadership Development</div> <input checked="" type="checkbox"/> New <input type="checkbox"/> Revised	Subject Area: <input type="checkbox"/> Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> World Languages <input type="checkbox"/> Visual or Performing Arts <input type="checkbox"/> College Prep Elective <input type="checkbox"/> Other	Grade Level <input type="checkbox"/> MS <input type="checkbox"/> HS <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
If revised previous course name if changed <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	Is this classified as a Career Technical Education course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Transcript Course Code/Number: <div style="border: 1px solid black; height: 20px; width: 100%;"></div> (To be assigned by Educational Services)	Required for Graduation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Meets UC/CSU Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Was this course <i>previously approved by UC</i> for PUHSD? <input type="checkbox"/> Yes <input type="checkbox"/> No (Will be verified by Ed Services)	Credential Required to teach this course: <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"> <i>Designated Subjects: Career Technical Education: Finance and Business</i> <i>Single subject: BUSINESS</i> <u>To be completed by Human Resources only.</u> </div> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="border: 1px solid black; padding: 2px; width: 60%; text-align: center;"> <i>Nick Hilton</i> Signature </div> <div style="border: 1px solid black; padding: 2px; width: 30%; text-align: center;"> 03 / 18 / 2021 Date </div> </div>	
Meets "AP" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Meets "Honors" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Submitted by: Dian Martin Site: Ed Services Date: March 12, 2021	Unit Value/Length of Course: <input checked="" type="checkbox"/> 0.5 (half year or semester equivalent) <input type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other:	
Approvals	Name/Signature	Date
Director of Curriculum & Instruction		3/23/2021
Asst. Superintendent of Educational Services		
Governing Board		

Prerequisite(s) (REQUIRED):

None

Corequisite(s) (REQUIRED):

None

Brief Course Description (REQUIRED):

This course focuses on advanced topics in leadership and the application to the personal lives, and careers in education, private or public sector organizations. Topics will include, conflict resolution, mediation skills, talents and strengths, power and influence, diversity, leadership roles, ethics and leading teams. Students will develop and implement a plan to apply new skills and knowledge to an organization they belong to. This course is designed to provide solid leadership training needed to be an effective leader. Emphasis is on skills, talents, trust, mediation, and engaging teams.

B. COURSE CONTENT**Course Purpose (REQUIRED):**

What is the purpose of this course? Please provide a brief description of the goals and expected outcomes. Note: More specificity than a simple recitation of the State Standards is needed.

This course will provide students with advanced leadership skills needed to better serve the school and the community. The course is needed to improve the spirit, environment, and quality of student life. In addition, student leaders are critical in the application and participation of shared governance committees where student feedback and input are needed resulting in positive decisions for the district.

Students will be able to:

1. Identify strengths to build on one's area of greatest potential
2. Recognize and analyze mediation stages and goals for resolving disputes as a leader
3. Distinguish between different types of trust and employ techniques to develop a high trust culture within an organization
4. Identify and examine methods for motivating and empowering other individuals based on their talents and strengths
5. Examine and evaluate a variety of conflict resolution skills and propose a method to apply them to organizational conflict.
6. Compare and contrast the "whole person" view of one's own leadership with traditional leadership concepts and evaluate the effectiveness of each leadership concept.
7. Describe specific differences between the generations that make up today's workforce.
8. Discuss the benefits of mediation and the role of the mediator in organizational disputes
9. Identify persuasive strategies, active listening techniques, and body language that will build an effective team.

10. Discover and classify the talents and strengths that followers chose when they followed the most important leader in their life.

11. Resolve the points of friction where one's generational style or perspective is likely to conflict with those of another generation in the workplace

Course Outline (REQUIRED)

Detailed description of topics covered. All historical knowledge is expected to be empirically based, give examples. Show examples of how the text is incorporated into the topics covered.

1. Leadership Characteristics
2. Building Trust as a Leader
3. Four Imperatives of Great Leaders
4. Leading across Generations
5. Conflict and Conflict Resolution
6. Mediation for Leaders
7. Coaching Talent for Success
8. Team Building and Leadership
9. Assessing a Leadership Action Plan
10. A Holistic Approach to Leadership

Writing Assignments (REQUIRED)

Give examples of the writing assignments and the use of critical analysis within the writing assignments.

1. There are 13 behaviors of high-trust leaders. Think of a high-trust relationship you have. Describe which behaviors that person does to build trust. Think of a low-trust relationship that you have. Describe what that person does to lower your level of trust.
2. Choose a dispute or conflict that has affected you deeply. It can be a personal one -- a fight at work or in the family--or a more public one that you care about deeply. In 3-4 pages, examine how emotions played a role in that conflict and what was done (or might have been done) to harness these emotions in a more positive way.
3. Develop your Leadership Action Plan. Based on what you have learned in this course through class lectures and required readings, describe how you plan to 1) lead employees from different generations; 2) Develop or encourage talents into strengths with your followers, 3) Identify activities that will build trust in your organization.
4. Try using empathic listening and I-message in real discussions (two different discussions). Then, write up a 1-2 page summary for each (two different summaries), explaining what you did and how it went. What did you learn?

INSTRUCTIONAL MATERIALS (REQUIRED)

Textbook #1

Title: *Introduction to Leadership, Concepts and Practice*

Edition:

Author: Peter G. Northouse (2015)

ISBN: 978-1-4522-5966-6

Publisher: SAGE Publications, Inc.	Publication Date:
Usage: X Primary Text <input type="checkbox"/> Read in entirety or near	
Textbook #2	
Title:	Edition:
Author:	ISBN:
Publisher:	Publication Date:
Usage: <input type="checkbox"/> Primary Text <input type="checkbox"/> Read in entirety or near	
Supplemental Instructional Materials <i>Please include online, and open source resources if any.</i>	
James M. Kouzes and Barry Z. Posner (2017). <i>The Leadership Challenge, 6th Edition</i> Jossey-Bass, A Wiley Imprint. ISBN: 978-0-470-65172-8	
A., Komives, S.R., & Wagner, W (2017). <i>Leadership for a better world: Understanding the social change model of leadership development.</i> Jossey-Bass. ISBN: 13:9781119207597	
Lussier, R.N. Achua C.F. (2016). <i>Leadership: theory, application and skill development 6th</i> Cengage Learning. ISBN: 978-1285866352	
Harter, Jim and Buckingham, Marcus (2016). <i>First, Break All the Rules: What the World's Greatest Managers Do Differently</i> Simon and Schuster. ISBN: 13 9781595621115,	
Rath, Tom (2009). <i>Strengths Finder 2.0</i> Gallup Press. ISBN: 159562015X	
Estimated costs for classroom materials and supplies (REQUIRED). <i>Please describe in detail.</i> If more space is needed than what is provided, please attach backup as applicable.	
Cost for class set of textbooks: 40 qty @ \$65.86	Description of Additional Costs:
Additional costs: \$	
Total cost per class set of instructional materials:	\$2,634.40

Key Assignments (REQUIRED): <i>Please provide a detailed description of the Key Assignments including tests, and quizzes, which should incorporate not only short answers but essay questions also. How do assignments incorporate topics? Include all major assessments that students will be required to complete</i>

1. There are 13 behaviors of high-trust leaders. Think of a high-trust relationship you have. Describe which behaviors that person does to build trust. Think of a low-trust relationship that you have. Describe what that person does to lower your level of trust.
2. Choose a dispute or conflict that has affected you deeply. It can be a personal one -- a fight at work or in the family--or a more public one that you care about deeply. In 3-4 pages, examine how emotions played a role in that conflict and what was done (or might have been done) to harness these emotions in a more positive way.
3. Develop your Leadership Action Plan. Based on what you have learned in this course through class lectures and required readings, describe how you plan to 1) lead employees from different generations; 2) Develop or encourage talents into strengths with your followers, 3) Identify activities that will build trust in your organization.
4. Try using empathic listening and I-message in real discussions (two different discussions). Then, write up a 1-2 page summary for each (two different summaries), explaining what you did and how it went. What did you learn?

Instructional Methods and/or Strategies (REQUIRED):

Please list specific instructional methods that will be used.

Method: Conventional lecture and group discussions

Integration: Lecture presentations will be used to assist students in with leadership theory and the impact on their leadership style.

Method: Assessment inventories and guided experiential class activities

Integration: Assessment inventories such as the Keirsey will be assigned and discussed to increase self-awareness of aptitudes, personality traits, beliefs and decision-making styles.

Method: Guest speaker presentations and discussions

Integration: Guest speaker presentations may be used to assist students with practical implementation of current leadership models and theories.

Method: Videos

Integration: Youtube videos or DVDs may be used to illustrate problem solving with regard to conflict management, communication theory and other topics related to effective leadership.

Method: Structured group exercises

Integration: Structured group exercises will take place in small groups facilitated by the instructor in relation to leadership case studies.

Method: Role-playing or scenarios discussions

Integration: Role-playing or scenario discussion will increase self-awareness on topics relevant to course content (i.e., managing conflict scenarios with discussion and evaluation).

Method: Small group exercises

Integration: Small group exercises will allow students to develop the techniques of body language, listening behaviors, and tone to perform at one's best in the team building process.

Method: Papers and Reports

Integration: Papers and reports will increase the students' analysis of his/her talents and how those talents can be developed into strengths through practice and skill development.

Method: Assessment Inventories

Integration: Assessment inventories such as Clifton Strengths Finder or something similar will be assigned and discussed to increase self-awareness of talents and strengths for successful coaching relationships.

Method: Readings

Integration: Readings assigned will help students discover their greatest talents, which will lead them to their greatest opportunity for strength and success.

Assessment Methods and/or Tools (REQUIRED):

Please list different methods of assessments that will be used:

Method: In-class and out of class writing assignments

Integration: Class writing assignments will demonstrate integration of leadership concepts and self-development. Students will be evaluated on a written philosophy of their personal leadership style.

Method: Standardized or rubric-based evaluation of oral presentations and role playing

Integration: Oral presentations based on a defined rubric will be used to evaluate conflict management styles. Students will role play scenarios and critique each other to reinforce positive responses with high conflict personalities.

Method: Written quizzes and examinations

Integration: Written papers or exams will be used to measure the mastery of course objectives. A defined rubric will be used to evaluate the papers on defined topics such as gender differences in leadership styles.

Method: Journal writing assignments

Integration: Journal writing assignments will be evaluated by a defined rubric. Topics will be assigned that demonstrate reflections on personal growth.

Method: Written analysis

Integration: Short mini papers will be assigned that focus on style, methods, and effectiveness of a prominent political, business, military, educational, sports, or religious leader. They will be evaluated by a rubric.

Method: Class Participation

Integration: Students will be evaluated on their participation in group projects, oral presentations, on online discussions. The essence of leadership is teamwork, so it's important for the team to be present. During class discussion groups, students will articulate their own talents and share ideas of how to strengthen and manage their talents as leaders. They will be evaluated a rubric of self-reflection elements

Method: Rubric-based evaluation of oral presentations and role- playing

Integration: Presentations and role-playing on mediation will be evaluated on a rubric designed to measure the stages and goals of the mediation process. Students will critique each other to reinforce positive responses with high-conflict personalities

Method: Written papers

Integration: Written papers will analyze behaviors of high trust leaders and leadership styles. The papers will incorporate the students' strengths and talents and will be evaluated by a rubric that consists of an analysis of the situation, and a plan that will engage subordinates as a leader. These will be uploaded via Canvas.

COURSE PACING GUIDE AND OBJECTIVES (REQUIRED)

1st Semester	Objective	CTE Standard(s)	Chapter(s)	Reference
	<p>1. Leadership Characteristics</p> <ul style="list-style-type: none"> ● Overview of leadership traits ● Overview of leadership styles ● Defining own leadership traits and styles <p>2. Building Trust as a Leader</p> <ul style="list-style-type: none"> ● Four Cores of Credibility ● Extending and Restoring Trust ● Principles of Organizational Trust ● Principles of Market Trust ● Principles of Societal Trust <p>3. Four Imperatives of Great Leaders</p> <ul style="list-style-type: none"> ● Inspire Trust ● Clarify Purpose ● Align Systems ● Unleash Talent <p>4. Leading across Generations</p> <ul style="list-style-type: none"> ● Understanding generational differences <ul style="list-style-type: none"> ○ Traditionalists 1901-1943 ○ Baby Boomers 1944- 1964 ○ Gen Xers 1965-1981 ○ Millennials 1982-2003 ● Generational Strengths <ul style="list-style-type: none"> ○ Events and influencing factors ○ Generational stereotypes ○ Resolving Points of Friction <p>5. Conflict and Conflict Resolution</p> <ul style="list-style-type: none"> ● Understanding Conflict: The Basics ● Psychology of Conflict ● Relationships in Conflict ● Communication Issues ● Power Issues ● Cultural Issues 	<p>9.1 Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.</p> <p>9.2 Identify the characteristics of successful teams, including leadership, cooperation, collaboration, and effective decision-making skills as applied in groups, teams, and career technical student organization activities.</p> <p>9.3 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting.</p> <p>9.4 Explain how professional associations and organizations and</p>		

	<ul style="list-style-type: none"> ● Escalation and De-Escalation Strategies ● Negotiation ● When Negotiation Alone Doesn't work <p>6. Mediation for Leaders</p> <ul style="list-style-type: none"> ● Benefits of the mediation process ● Stages of Mediation ● Goals of Mediation process ● Methods for facilitating as a mediator ● Active Listening and barriers to listening ● Outcome strategies <p>7. Coaching Talent for Success</p> <ul style="list-style-type: none"> ● Establishing the coaching relationship ● Building a successful coaching relationship ● Strategies and tools ● Understanding strengths ● Building talents into strengths ● Determining diversity issues leaders face <p>8. Team Building and Leadership</p> <ul style="list-style-type: none"> ● Building support systems ● Focus on strengths ● Persuasive techniques and listening skills ● New roles for team leaders: Coach, Facilitator, Conductor <p>9. Assessing a Leadership Action Plan</p> <ul style="list-style-type: none"> ● Assessing your plan for leadership in the organization(s) you currently belong to (family, community, business, student government, etc) ● Looking for leadership opportunities ● Developing your career as a leader <p>10. A Holistic Approach to Leadership</p> <ul style="list-style-type: none"> ● Leading as a whole person ● Taking care of yourself ● Achieving balance 	<p>associated leadership development and competitive career development activities enhance academic preparation, promote career choices, and contribute to employment opportunities.</p> <p>9.5 Understand that the modern world is an international community and requires an expanded global view.</p> <p>9.6 Respect individual and cultural differences and recognize the importance of diversity in the workplace.</p> <p>9.7 Participate in interactive teamwork to solve real Public Services sector issues and problems.</p>		

C. HONORS COURSES ONLY

Indicate how much this honors course is different from the standard course.

Not Applicable

D. BACKGROUND INFORMATION

Context for course (optional)

History of Course Development (optional)