

Perris Union High School District

Course of Study

A. COURSE INFORMATION		
Course Title: <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">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	Credential Required to teach this course: <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"> <i>Designated Subject: Career Technical Education: Finance - Business</i> <i>Single Subject: Business</i> </div> <p style="text-align: center; color: red; font-weight: bold; margin: 0;"><u>To be completed by Human Resources only</u></p> <div style="display: flex; justify-content: space-between; align-items: center; border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <div style="font-family: cursive; font-size: 1.2em; color: blue;">Nick Hilton</div> <div style="text-align: right;">03 / 18 / 2021</div> </div> <div style="display: flex; justify-content: space-between; margin: 0 10px;"> Signature Date </div>
Meets UC/CSU Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Was this course <u>previously approved by UC for PUHSD?</u> <input type="checkbox"/> Yes <input type="checkbox"/> No (Will be verified by Ed Services)	Meets "Honors" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Meets "AP" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Unit Value/Length of Course: <input checked="" type="checkbox"/> 0.5 (half year or semester equivalent) 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other:	
Submitted by: Dian Martin Site: Ed Services Date: March 12, 2021		
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 is designed to provide students with a foundational understanding of the knowledge and skills to be an effective leader. It explores leadership theory with applications for leading organizations and creative positive social change. An emphasis is on personal and organizational goal setting, leadership development, decision-making strategies, team building, the acquisition of organizational ethics, conflict management, and supporting the mission and vision of an organization. This course analyzes different aspects of leadership and theories of everyday leadership practices, with an emphasis on creating positive social change.

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 introductory leadership skills in order 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 the key components of the Social Change Model of Leadership.
2. Develop a working set of personal and organizational goals, missions, values and ethics both from a personal and organizational perspective
3. Explain how individual differences and backgrounds require different approaches to leadership
4. Describe the role of a leader as an individual who motivates, delegates, and empowers.
5. Evaluate how leadership can be used to enhance successful team development.
6. Create a leadership plan to address the needs of an organization or social issue.
7. Construct a personal leadership philosophy based on leadership theories and experiential learning
8. Analyze the difference between leadership skills and management styles. Categorize the various types of conflicts and develop rational skills employed in conflict management.
9. Discuss the definition of leadership.

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.

Individuals as Leaders

- A. Who is a Leader
- B. Leadership traits and ethics
- C. Leadership Behavior and Motivation
- D. Influencing: Power, Politics, Networking, and negotiation
- E. Contingency Leadership Theories

Team Leadership

- A. Communication, Coaching, and Conflict Management
- B. Leader-Follower Relations
- C. Team Leadership and Self-managed Teams

Organizational Leadership

- A. Charismatic and Transformational Leadership
- B. Leadership of Culture, Ethics, and Diversity
- C. Strategic Leadership and Change Management
- D. Crisis Leadership and the Learning Organization

Writing Assignments (REQUIRED)

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

1. Analyze a leadership book that focuses on style, methods, and effectiveness of a prominent political, business, military, educational, sports, or religious leader. Describe some leadership skills your leader has which you would like to develop and identify your strategy for acquiring these skills.
2. Develop a Leadership Action Plan for an organization or on social issues.
3. Write your personal leadership philosophy using the principles and theories from the course text and experiential learning opportunities of this class.
4. Identify in writing the clues that should alert an effective leader that a team is not functioning effectively. Discuss at what point should the leader intervene and outline a strategy to increase team cooperation.
4. Write a 5-page Leadership Analysis paper on what it takes to be a leader and have others follow you. How will you create the writing environment for those you lead? Consider and talk about various leadership styles and strategies, provide support (examples, experience, and/or explanation) along with why we should embrace failure.

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: <input checked="" type="checkbox"/> 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>	
<p>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</p> <p>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</p> <p>Lussier, R.N. Achua C.F. (2016). <i>Leadership: theory, application and skill development 6th</i> Cengage Learning. ISBN: 978-1285866352</p> <p>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,</p> <p>Rath, Tom (2009). <i>Strengths Finder 2.0</i> Gallup Press. ISBN: 159562015X</p>	
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

<p>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></p>
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1. Analyze a leadership book that focuses on style, methods, and effectiveness of a prominent political, business, military, educational, sports, or religious leader. Describe some leadership skills your leader has which you would like to develop and identify your strategy for acquiring these skills.
2. Develop a Leadership Action Plan for an organization or on social issues.
3. Write your personal leadership philosophy using the principles and theories from the course text and experiential learning opportunities of this class.
4. Identify in writing the clues that should alert an effective leader that a team is not functioning effectively. Discuss at what point should the leader intervene and outline a strategy to increase team cooperation.
5. Write a 5-page Leadership Analysis paper on what it takes to be a leader and have others follow you. How will you create the writing environment for those you lead? Consider and talk about various leadership styles and strategies, provide support (examples, experience, and/or explanation) along with why we should embrace failure.

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 Keirseay 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>Individuals as Leaders</p> <p>A. Who is a Leader</p> <ol style="list-style-type: none"> 1. Defining Leadership 2. Evolution of Leadership theories 3. Leadership managerial roles <p>B. Leadership traits and ethics</p> <ol style="list-style-type: none"> 1. Personality traits and leadership 2. Traits of Effective Leaders 3. Leadership approaches based on attitudes 4. Ethical Leadership <p>C. Leadership Behavior and Motivation</p> <ol style="list-style-type: none"> 1. Leadership behaviors 2. The leadership grid 3. Major motivation theories <p>D. Influencing: Power, Politics, Networking, and negotiation</p> <ol style="list-style-type: none"> 1. Power <ol style="list-style-type: none"> a. Sources b. types c. Influencing tactics 2. Organizational Politics 3. Networking 4. Negotiation <p>E. Contingency Leadership Theories</p> <ol style="list-style-type: none"> 1. Leadership theories vs. leadership models 2. Determining the appropriate leadership style <p>Team Leadership</p> <p>A. Communication, Coaching, and Conflict Management</p> <ol style="list-style-type: none"> 1. Communication in leadership 2. Coaching 3. Managing conflict <p>B. Leader-Follower Relations</p> <ol style="list-style-type: none"> 1. Leader-member exchange theory 	<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>		

	<p>2. Followership 3. Delegation</p> <p>C. Team Leadership and Self-managed Teams</p> <p>1. Use of teams in organizations 2. Types of teams 3. Decision-making in teams 4. Self-managed teams</p> <p>Organizational Leadership</p> <p>A. Charismatic and Transformational Leadership</p> <p>1. Factors influencing personal meaning 2. Charismatic leadership 3. Transformational leadership 4. Stewardship and servant leadership</p> <p>B. Leadership of Culture, Ethics, and Diversity</p> <p>1. Organizational culture</p> <p>a. Power of culture b. High and low performance cultures c. Role of leadership in culture creation and sustainability</p> <p>2. Values based leadership</p> <p>3. Changing demographics and diversity</p> <p>a. Workforce diversity b. Impacts of globalization on diversity c. Creating a culture that supports diversity d. Diversity awareness training and leadership education</p> <p>C. Strategic Leadership and Change Management</p> <p>1. Strategic management process 2. Role of leadership in implementing change</p> <p>D. Crisis Leadership and the Learning Organization</p> <p>1. Leading in crisis situations 2. Effective crisis communications 3. Learning organizations 4. The role of leaders in creating a learning organization</p>	<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)