



Effective Leadership

½ Year Course – ½ Credit

Business Department

Instructor: Daniel J. Clement Room: 114

CONTACT INFORMATION

Questions, comments, concerns, suggestions, nothing better to do?

Room: 114 – Submissions mostly take part at www.DanClementTeaching.com (Virtual Classroom)

E-Mail: Dan.Clement@Somers.K12.CT.US

Tel: 860.749.2270 x4114 (Please leave a message and I will respond ASAP)

After School: Please make an appointment with me, due to various schedules

CAVEAT

The content of this course, assignments, and weights of assignments are subject to change at any time, at the instructor's sole discretion.

ACADEMIC INTEGRITY

Plagiarism and other forms of unethical behavior IS NOT tolerated in the business world and by no means will be tolerated in our classroom. All violations will be treated with the maximum consequences allowable. IN THE END, YOU WILL NOT SUCCEED IN BUSINESS IF YOU DO NOT EFFECTIVELY MANAGE YOUR REPUTATION!

COURSE DESCRIPTION

Intensive Supplemental Online Course

Enrollment Limit: 3 Students (Grades 11/12)

To Enroll: Candidates must see Mr. Clement directly, prior to course signups

Effective leadership and participation in teams is a critical 21st century skill, found valuable by employers and organizations of all sizes. Students in this **intensive** course will learn and demonstrate skills consistent with business theories supportive to effective leadership. This is a rigorous course, requiring students to dedicate a great deal of time and effort, while they transform their leadership skills through case study analysis, in-depth readings, as well as one-on-one coaching from their instructor. Students will be mentored on how to become an effective leader within their on/off-campus extracurricular activities.

PRE-COURSE EXPECTATIONS / PREREQUISITES

*Strong reading and writing skills

*A summer reading is required to gain a foundation in leadership theory (online posts required)

*Ongoing engagement in a community or school-related activity, where they can practice leadership skills

*Meet with the instructor to take the KGI (Klein Group Instrument) assessment (approx. 1hr) and review course expectations

COURSE DELIVERY

This course will be run almost solely online, with strategically placed after-school meetings to individually coach students and complete the live final exam. Therefore, this course can be taken without occupying a "period" within a student's daily schedule.

COURSE OBJECTIVES

Students will be able to:

1. Identify and demonstrate what motivates team members
2. Determine barriers present for leaders in typical real-world case scenarios
3. Analyze business cases and apply strategies for solving leadership-related dilemmas
4. Reflect on their own leadership abilities and apply leadership strategies/styles to improve their performance within a team (ie. sports, clubs, activities, academic settings, class officers)
5. Facilitate team-based decision-making and performance

6. Exemplify characteristics of an effective leader (ie. effective listening, honesty, forward-thinking, intelligence, charisma)
7. Implement leadership styles/strategies to effectively lead a team (ie. Coercive, Authoritative, Affiliative, Democratic, Pacesetter, and Coaching)

APPLICABLE CT BUSINESS MANAGEMENT CONTENT STANDARDS

Content Standard 1 – Business Management Functions	
Analyze the management functions and their implementation and integration within the business environment.	
Strand	Level & Expectation
Strand 1: Analyze the planning function	Beginner: Apply the decision-making process to business management functions. Intermediate: Apply the decision-making process to business applications. Intermediate: Analyze possible outcomes of a decision. Advanced: Discuss the importance of vision, mission, goals and objectives setting within the context of the business environment.
Strand 2: Analyze the organizing function	Beginner: Discuss the importance of using teams when organizing a business. Intermediate: Explain how management identifies and uses various resources in the organizing process to accomplish goals. Advanced: Compare and contrast the organizing function to other management functions.
Strand 3: Analyze the leading function	Beginner: Identify leaders and discuss leadership qualities. Beginner: Discuss characteristics of effective and ineffective leaders. Beginner: Define and explain the importance of leadership. Intermediate: Differentiate between leading and managing. Intermediate: Compare and contrast leadership styles. Intermediate: Identify the leadership style most appropriate for a given situation. Advanced: Analyze management skills for leading and directing at various management levels. Advanced: Compare and contrast the leading function to the other management functions. Advanced: Identify motivation theories that impact leading (e.g., Goal-Setting Theory and Expectancy Theory)
Strand 4: Analyze the controlling function	Advanced: Determine the controlling strategy for a given business situation.

Content Standard 2 – Management Theories	
Analyze management theories and their application within the business environment.	
Strand	Level & Expectation
Strand 1: Analyze management theories	Intermediate: Identify motivation theories that impact management (Maslow, Herzberg and McClelland). Advanced: Illustrate how past and current management theories are applied in the business environment. Advanced: Identify emerging management theories and explain how they expand upon current theories.

Content Standard 4 – Personal Management Skills	
Develop personal management skills to function effectively and efficiently in a business environment.	
Strand	Level & Expectation
Strand 1: Develop personal management skills to function effectively and efficiently in a business environment.	Advanced: Explain how to anticipate and minimize stressors in personal and professional life.

APPLICABLE CT COMMON CORE STATE STANDARDS

CCSS.ELA-LITERACY.W.11-12.1.A

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.W.11-12.1.B

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

CCSS.ELA-LITERACY.W.11-12.1.C

Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

CCSS.ELA-LITERACY.W.11-12.1.D

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CSS.ELA-LITERACY.W.11-12.1.E

Provide a concluding statement or section that follows from and supports the argument presented.

CCSS.ELA-LITERACY.W.11-12.2.E

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing

CCSS.ELA-LITERACY.W.11-12.2.F

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-LITERACY.W.11-12.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.W.11-12.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CCSS.ELA-LITERACY.RI.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RI.11-12.2

Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.11-12.3

Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

CCSS.ELA-LITERACY.RI.11-12.7

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

CCSS.ELA-LITERACY.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.SL.11-12.1.A

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-LITERACY.SL.11-12.1.C

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-LITERACY.SL.11-12.1.D

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CCSS.ELA-LITERACY.SL.11-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning. alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

COURSE COMPONENTS & ASSIGNMENTS

1. Summer Reading (Theory)

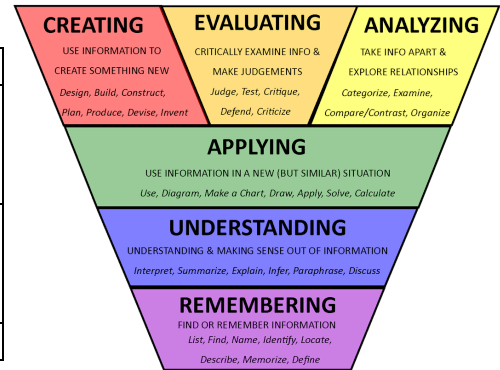
Students are required to complete a summer reading assignment, prior to the first day of this course. Students will e-mail the teacher a 1-page summary of the concepts for each part of the book, as they complete such. More information about requirements to be posted online. There are four parts, consisting of 21 chapters.

“A Leader’s Legacy”, 1st Edition, James M. Kouzes and Barry Z. Posner

2. Online Video / Reading Lesson Discussions (Theory)

Foundational readings and/or video lessons will be provided online for each week. Each will require students to engage in online discussions regarding the content. The discussions will be prompted by questions posted by the teacher and discussion participation will be graded as follows:

Component	Points
Engaged in thorough analysis of prompt questions, demonstrating exemplary competency in leadership content.	5
Utilized higher order thinking skills to provide numerous thought-provoking comments and <u>questions</u> in response to peers’ comments.	5
Total Points	10



*All discussion posts will become available by Monday. Students are expected to begin engaging in discussions by Wednesday. All discussions close on Sunday at midnight. Students not actively engaged in discussions receive a “0” for that discussion. Late arrival into discussions receive a 10% deduction per day. As per an independent study, the teacher will likely allow students to collaborate without teacher input and the teacher will likely synthesize the information at the end of the discussion. All discussions will; however, be fully monitored.

3. Case Study Analysis (Practice):

Students will read case studies, requiring them to apply the aforementioned “theory” to a real-world scenario. The modality for such will be a 2-page (single-spaced, .50 margin, times new roman) analysis paper, requiring an in-depth description of how the student would handle the leadership/management dilemma, by implementing sound leadership theories, if they were the protagonist of the case.

4. Effective Leader Research Paper (Research of Application):

Students will have the opportunity to write a paper about someone who demonstrates effective leadership. Specific requirements will be posted online. Students have two options:

- A) Choose a community or business leader to interview (if they have direct access to them)
- B) Choose a community or business leader to research (if they do not have direct access to them)

5. Cumulative Leadership Reflection Paper & the Klein Group Instrument (Real-World Implementation):

The Klein Group Instrument (KGI) is an assessment tool for measuring behaviors consistent with effective team participation, among these four main scales: Leadership, Task Focus, Interpersonal Focus, and Negotiation Orientation.

Students will take the KGI assessment in the beginning of the course as a baseline measurement of their current behaviors and preferences while working in teams. Throughout the course students will reflect on how they use the recommendations in their KGI Individual Profile to improve their performance as a leader and team member, by addressing key areas for growth. The cumulative analysis will be submitted as a final paper, prior to the final exam. The paper will explore the individual’s growth, successes, and areas for improvement within their

leadership role for school or community-related activities (ie. participation in sports, clubs, class officer roles, girl/boy scouts, etc.). Specific requirements for this paper will be issued as appropriate.

6. Final Exam: Intensive Presentation / Interview

At least one week prior to the final exam the student(s) will be provided a final case study. Students will be required to develop a plan, demonstrating how they would handle the situation if they were the protagonist, by implementing the applicable leadership strategies and theories learned throughout the course. As a further challenge, the student will have to present their strategy to the course instructor, who may invite a guest / guest panel to evaluate the students' plan. If multiple students are enrolled, a team-based venture is encouraged.

GRADING

Class will operate based on the following points system. Points will typically be distributed as follows for each quarter – subject to change dependent upon assignment changes and instructor discretion.

Summer Reading Summaries	5	Points Each (1 summary per part of book)
Reading / Video Discussions	10	Points Each
Case Analysis Papers	20	Points Each
Effective Leader (Research) Paper	20	Points
Cumulative Reflection Paper	50	Points (broken into 4 phases), Due one day prior to final exam
Final Exam (Intensive Interview)	20%	Weight per SHS handbook protocol

ANTICIPATED COURSE FLOW

Time	Beg	Due	Description	Submit / To-Do	Pts
ASAP		ASAP	Klein Group Instrument assessment (Robert Klein, CAPT)	Take assessment	--
Summer	Jun 20	Aug 30	Summer Reading: 1-Page submission for each of 4 parts "A Leader's Legacy": James M. Kouzes and Barry Z. Posner	4 Submissions (5 pts each) Due by 1 st Day School	20
Week 1	Aug 31	Sep 6	Phase 1 Reflection Paper (Your plan for demonstrating leadership at SHS)	Phase 1 Reflection	5
Week 2	Sep 7	Sep 13	Coaching with Mr. Clement to review KGI Profile (Robert Klein, CAPT) and your plan for your reflection paper Phase 2 for Reflection Paper (KGI Focus Areas)	Coaching Phase 2 Reflection	-- 5
Week 3	Sep 14	Sep 20	Video: The Foundation of Motivating People (Clement's Synthesis of Abraham Maslow, Howard Gardner, Bruce Tuckman) Video: The Puzzle of Motivation (Dan Pink, TED Talks)	Discussion	10
Week 4	Sep 21	Sep 27	Reading: Leadership that Gets Results (Daniel Goleman, Harvard Business Review)	Discussion	10
Week 5	Sep 28	Oct 4	Video: Leadership Lecture at Google, Traits of Leaders (Jim Kouzes, Leadership@Google) Video: Rarest Commodity is Leadership without Ego (Bob Davids, TED Talks)	Discussion	10
Week 6	Oct 5	Oct 11	Reading: Level 5 Leadership, Humility & Resolve (Jim Collins, Harvard Business Review)	Discussion	10
Week 7	Oct 12	Oct 18	Reading 1: Why Teams Don't Work (Richard Hackman, Harvard Business Review) Reading 2: What Makes for a Great Team (Richard Hackman, American Psychological Association)	Discussion	10
Week 8	Oct 19	Oct 25	CASE STUDY ANALYSIS 1: Specific Case TBA	Case Study Paper	20
Week 9	Oct 26	Nov 1	Video: How to Speak so that People Want to Listen (Julian Treasure, TED Talks) Video: Your Body Language Shapes who you are (Amy Cuddy, TED Talks) Video: Uncovering Common Structure of Greatest Communicators (Nancy Duarte, TED Talks) Continued coaching with Mr. Clement & feedback on 1st case study	Discussion Coaching	10 --

Week 10	Nov 2	Nov 8	Reading: The Work of Leadership, Asking the Right Questions (Ronald Heifetz and Donald Laurie, Harvard Business Review)	Discussion	10
			Phase 3 for Reflection Paper (Progress Regarding Leadership Development and your plan for the final paper)	Phase 3 Reflection	10
Week 11	Nov 9	Nov 15	Reading: What Makes a Leader, Emotional Intelligence (Daniel Goleman, Harvard Business Review)	Discussion	10
Week 12	Nov 16	Nov 22	Reading: Understanding “People” People, Match People with Tasks (Timothy Butlers and James Waldroop, Harvard Business Review)	Discussion	10
Week 13	Nov 23	Nov 29	CASE STUDY ANALYSIS 2: Specific Case TBA	Case Study Paper	20
Week 14	Nov 30	Dec 6	Effective Leader paper (student chooses community or business leader to either research or interview and analyzes what makes them an effective leader)	Leadership Paper	20
Week 15	Dec 7	Dec 13	Phase 4 for Reflection Paper (How you put leadership theory into practice)	Phase 4 Reflection	30
Enjoy the holiday break... working hard pays off.					
Week 16 Depending on school scheduling changes, delays, etc. Week 16 content may be inserted, at teacher discretion					
Intensive Case Study Analysis Interview (Final Exam) Final exam will be held by appointment, week of Jan 11th-15th				Final Exam	20%
				TOTAL AVAILABLE	220

I agree to the terms and conditions of this course, with the understanding the instructor has the right to modify course content and assignment weights at their discretion.

Student Printed Name

Student Signature

Date