Essential Discipline Goals
Demonstrate commitment to human dignity, justice, and democratic process.
Work cooperatively and accept group decisions while respecting individual rights.
Develop a common culture.

Leadership II – Grade 11-12 (1.0 credit)

The purpose of the Leadership II course is to provide students an opportunity to further explore and evolve their personal leadership philosophy by studying the principles and processes of leadership in a dynamic and changing global environment. Students will use a humanities case-based approach to explore the historical evolution of leadership styles and philosophies, investigate issues of ethical decision making and conflict resolution. Students will engage in activities designed to teach goal setting, vision development, and will explore the necessary structures involved in team building. The course will culminate in a project meant to empower others to be leaders as well.

SS.LD2.10 Historical Exploration of Leadership Styles

This unit will focus on the evolution of a variety of leadership styles across cultures and over time. Students will be exposed to primary sources authored by a multitude of eastern and western leaders. The concepts of Great Man/Great Woman theory and Servant Leadership will be investigated, as well as the emergence of Scientific Management and Human Relations theories. This unit will especially focus on the demographic differences on the analysis of leadership theories.

SS.LD2.10.01 Trace the roots of Leadership Studies from the Ancient Eastern and Western societies to the present.

SS.LD2.10.02 Evaluate the evolution of Trait theory rooted in the Greek Great Man/Great Woman theory, and its impact on contemporary leadership studies.

SS.LD2.10.03 Analyze the evolution of Servant Leadership Theory in comparison to Great Man/Great Woman theory and its impact on contemporary leadership studies.

SS.LD2.10.04 Identify common characteristics of effective leaders across time and culture and examine the impact of context on effectiveness of leadership.

SS.LD2.10.05 Explore the rise of Scientific Management Theories of leadership; the appropriateness and effectiveness of their use in the post Industrial era.

SS.LD2.10.06 Evaluate Abraham Maslow's theory of Self-Actualization and the impact of the hierarchy of needs on the rise of Human Relations theories of Leadership.

SS.LD2.10.07 Investigate the rise of Systems Theory, Contingency Theory, Transformational Theory and Situational Theory and the efficacy of each using real world situations.

SS.LD2.20 Servant Leadership

This unit emphasizes the practical application of leadership philosophy through the use of service as a way for individuals to engage in their greater communities. Requisite characteristics of the servant leader are explored, as well as the impact of gender on this type of leadership style. Historical and contemporary case studies will be used to evaluate the attributes of the servant leader and the "Chaordic" leader.

SS.LD2.20.01 Evaluate the role of the leader as servant and the varying degrees of formality of this leadership style.

SS.LD2.20.02 Identify the difficulties and challenges faced by the servant leader using real world examples.

SS.LD2.20.03 Analyze the impact of gender on the role of the servant leader.

SS.LD2.20.04 Explore the reasons why servant leaders are often devalued in society.

SS.LD2.20.05 Compare the similarities and differences between rational skills and relational skills, as well as their impact on the effectiveness of the servant leader.

SS.LD2.20.06 Discuss the concept of simultaneously leading and following in the role of the servant leader.

SS.LD2.20.07 Evaluate your personal attributes for being a servant leader, strengths and weaknesses of each.

SS.LD2.20.08 Define the concept of the "Chaordic" leader, identify characteristics and requisites for effectiveness.

SS.LD2.30 Ethical Decision Making

This unit emphasizes (the individual's) personal and institutional social responsibility, and social responsiveness. The unit surveys the process of ethical reasoning and its tools. A variety of case studies will be used to analyze ethical dilemmas and their situational nature. Students will explore the roots of their own value systems and the implications these values have on their leadership philosophy.

SS.LD2.30.01 Define ethics and evaluate the attributes of an ethical leader, differentiating between ethics and morality.

SS.LD2.30.02 Examine the dilemma of following rules vs. acting ethically.

SS.LD2.30.03 Evaluate the writings of Confucius as they relate to ethical leadership including use of position, modesty and self-control.

SS.LD2.30.04 Analyze the similarities and differences between transformational and transactional leadership, the strengths and weaknesses of each approach.

SS.LD2.30.05 Explore the concept of "universal human values"; whether it is possible to develop a universal set of human values that transcend time and place.

SS.LD2.30.06 Identify the Global Sullivan Principles and their effectiveness in creating a common core of ethical standards for individuals, businesses and nations.

SS.LD2.30.07 Identify, describe and apply each of the five ethical standards approaches including: Utilitarian, Rights, Fairness or Justice, Common-Good, Virtue.

SS.LD2.40 Goal Setting and Vision Development

The ability to articulate a vision, and to define goals in carrying out that vision, is integral to the success of any leader. This unit will focus on the skills and processes necessary in vision development and goal setting. Students will analyze historical cases to identify the role of goal setting and vision on the success or failure of various groups.

SS.LD2.40.01   Identify the skills and techniques requisite for the effective communication of goals and vision.
SS.LD2.40.02   Evaluate personal communication techniques and their effectiveness.
SS.LD2.40.03   Develop and articulate a personal vision statement; identify steps for implementing this vision.
SS.LD2.40.04   Identify the elements of successful interpersonal/inter-group communications.
SS.LD2.40.05   Identify strategies that enhance communication.
SS.LD2.40.06   Compare the communication styles of a variety of historical figures using primary sources.
SS.LD2.40.07   Explain the necessity of vision in the success of any leader and the forces that are influencing its importance in today's society.
SS.LD2.40.08   Analyze the necessity of clearly defined goals for effective leadership.
SS.LD2.40.09   Evaluate the role of the leader in setting individual and organizational goals.
SS.LD2.40.10   Develop goals appropriate for individuals and organizations.
SS.LD2.40.11   Apply concepts of effective goal setting to personal, interpersonal and career development.
SS.LD2.40.12   Identify the components of "SMART" goals and apply these concepts to real world issues.
SS.LD2.40.13   Identify and define "The Seven Habits of Highly Effective People" and their relevance to the effectiveness of goal setting.

SS.LD2.50 Conflict Resolution and Change

The focus of this unit is on the positive and negative role that conflict plays in both propelling and inhibiting individual as well as group growth. Students will evaluate the role of the leader in choreographing the use of conflict to reduce the negative effects and promote the positive. Case studies from history will be utilized to illustrate a variety of conflict situations, the leadership role that was evident in each and subsequent resolutions. Contemporary issues will be explored with an emphasis on structures that tend to create conflict, heighten tensions and reduce cross cultural understanding, and inhibit positive change.

SS.LD2.50.01   Evaluate the role of the leader in guiding through conflict.
SS.LD2.50.02   Differentiate between dysfunctional, destructive conflict and functional constructive conflict.
SS.LD2.50.03   Identify a variety of interpersonal types of conflict including: approach-approach, avoidance-avoidance, approach-avoidance and double approach-avoidance.
SS.LD2.50.04   Identify and utilize practical approaches and techniques for guiding through conflict.
SS.LD2.50.05   Examine how the leaders actions can aggravate or mitigate conflict.
SS.LD2.50.06   Analyze the importance of initiating and leading change as a leadership skill.
SS.LD2.50.07   Identify positive and negative effects of change within an organization, group, community, or institution.
SS.LD2.50.08   Describe the leader's role in affecting change within his/her organization.
SS.LD2.50.09   Evaluate personal readiness to respond to change and/or adapt to change as a leader.

SS.LD2.50.10   Compare approaches to overcoming resistance to change including: Kotter and
               Schlesinger's education and communication, participation and involvement, facilitation
               and support, negotiation and agreement, manipulation and co-optation, explicit and
               implicit coercion, and Stanislao and Stanislao's evaluation of individuals with veto and
               without veto power.
SS.LD2.50.11   Identify various causes for the resistance to change including: parochial self-interest,
               misunderstanding/lack of trust, different assessments and low tolerance.

SS.LD2.60 Team Building

An effective leader must be able to not only lead a group, but to build a team. This unit builds on
the group dynamics unit from the Leadership I course to identify effective strategies for engaging
groups in team building activities. This unit will use case studies to evaluate the role of trust,
courtesy, routines and procedures on the effectiveness of teams.

SS.LD2.60.01   Evaluate the importance of team building as a leadership skill.
SS.LD2.60.02   Analyze the role of the team in a greater organization.
SS.LD2.60.03   Describe and apply multiple approaches to team building and improving teams including;
               Belzer's "Twelve Ways to Better Team Building," Bennis' "Secrets of Great Groups" and
               the "Orpheus Orchestra."
SS.LD2.60.04   Identify the foundational characteristics of effective teamwork.
SS.LD2.60.05   Examine the role of group members on the team building process, absent of formal
               leadership.
SS.LD2.60.06   Engage in a variety of team building activities and reflect on the group process in the
               success or failure of the team.

SS.LD2.70 Empowering Others

A culmination of course concepts from Leadership I and II are incorporated into this final unit on
empowering others. Students will again use a case study approach to evaluate the effectiveness
of leadership styles on empowering others to generate positive change and resolve conflict.
Students will identify current issues of conflict within the greater community, develop and
implement a plan that empowers themselves and others. Students will reflect on their project and
generate ideas for future avenues of empowerment and change.

SS.LD2.70.01   Distinguish between transactional and transformational leadership.
SS.LD2.70.02   Evaluate the relationship between power delegation and empowerment.
SS.LD2.70.03   Define the principles of empowerment necessary to be an effective leader.
SS.LD2.70.04   Recognize the benefits of effective empowerment.
SS.LD2.70.05   Analyze the role of "emotional intelligence" in the effectiveness of the leader.
       SS.LD2.70.05.a Identify and define the components of emotional intelligence.
       SS.LD2.70.05.b Compare the six styles of emotionally intelligent leaders and how they can be
                      used interchangeably.
       SS.LD2.70.05.c Evaluate the impact of leadership style on work atmosphere.
SS.LD2.70.06   Compare the similarities and differences between managers and leaders.
SS.LD2.70.07   Differentiate transformational behavior from personal style.