GAVILAN COLLEGE

5055 Santa Teresa Blvd
Gilroy, CA 95023

Course Outline

COURSE: GUID 27   DIVISION: 60   ALSO LISTED AS: POLS 27 & PSYC 27

TERM EFFECTIVE: Fall 2022   CURRICULUM APPROVAL DATE: 10/11/2022

SHORT TITLE: CONTEMP LEADERSHIP

LONG TITLE: Contemporary Leadership

Units	Number of Weeks	Type	Contact Hours/Week	Total Contact Hours
3	18	Lecture:	3	54
		Lab:	0	0
		Other:	0	0
		Total:	3	54

Out of Class Hrs:	108.00
Total Learning Hrs:	162.00

COURSE DESCRIPTION:

Do you think of yourself as a leader? Through review of theory and practice, you will have the opportunity to examine your personal values, cultural identity, personality, temperament, motivation and define your own leadership actions and aspirations. You will learn about California Community Colleges? decision- making process, effective communication styles, ethics, learning agility, and power. Finally, using the five leadership practices and ten commitments defined by James Kouzes and Barry Posner and reviewing Robert's Rules of Order, you will be able to identify concrete actions you can take to become an exemplary leader and run effective meetings. The skills you will learn in this course are directly applicable to your academic, personal, and professional life and will demonstrate that anyone can be a leader regardless of age or experience.

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES
     L - Standard Letter Grade

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

      02 - Lecture and/or discussion

      05 - Hybrid

      71 - Dist. Ed Internet Simultaneous

      72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:

By the end of this course, a student should:

1. Identify and define personal and shared values, cultural identity, personality, and temperament.

2. Identify and define the five leadership practices and ten commitments of exemplary leadership.

3. Compare position power and personal power and analyze how power is used in leadership.

4. Evaluate political leadership in contemporary and historical social movements.

5. Practice utilizing Robert's Rules of Order, California Community College participatory governance practices, and California Brown Act Regulations.

COURSE OBJECTIVES:

By the end of this course, a student should:

1. Understand the governance process in the California Community College system, including Gavilan College.

2. Recognize and identify local, state, and national social movements.

3. Examine leadership as a function of power.

4. Analyze the impact that their values, their personality, and their personal story can have on their leadership.

5. Recall and summarize the five leadership practices and ten commitments of exemplary leadership.

COURSE CONTENT:

Curriculum Approval Date: 10/11/2022

(3 HOURS)

Module 1: Course Introduction and overview.

Review course objectives, course format, necessary technology, required textbook, ways to seek support from the instructor, classmates, and the Distance Education Department. Cover student support services available to students, important deadlines, grading, accessibility, and student honesty.

By the end of this module, students will be able to:

1. Select the best way to contact the instructor and their classmates.

2. Identify at least four student support services available to them.

3. Name the office they will contact if they or someone they know requires special services or arrangements because of hearing, visual, or other special accommodations.

4. Select and adjust your course notification preferences.

5. Utilize the Canvas calendar to keep track of assignments and due dates.

COURSE CONTENT (CONTINUED):

(5 HOURS)

Module 2: When people are their best as leaders

Build class community by developing class agreements that will serve as the foundation for creating a supportive classroom culture. Define leadership, introduce the Five Practices of Exemplary Leadership by Kouzes and Posner, and review the Ten Commitments of Exemplary Leadership that are embedded within in the Five Practices and that serve as the basis for learning to lead.

By the end of this module, students will be able to:

1. Develop and recall class agreements developed for this leadership course.

2. Outline and define the 5 Leadership Practices that will frame the discussion over the course of the semester.

3. Create their Personal Leadership Journey

(9 HOURS)

Module 3: Model the way by clarifying values and setting the example

Review the first Leadership Practice: Model the Way that includes a commitment to: (a) finding our voice and clarifying our values and (b) setting the example by aligning actions with shared values. The goal of this module is for students to take a step inward and by getting to know themselves, their values, their personality, and their personal story which all impact their leadership. In addition, the importance of setting boundaries, seeking feedback, and watching our language will be reviewed. Finally, Don Miguel Ruiz's Four Agreements, that offer a code of conduct we can follow to be better people and better leaders will be discussed.

By the end of this module, students will be able to:

1. Compare personal values and shared values

2. Identify and define their top three values

3. Practice and apply personality theories using the Myers-Briggs Type Indicator (MBTI) dichotomies

4. Illustrate the power of language the importance of setting boundaries

5. Outline and define the Four Agreements developed by Don Miguel Ruiz

6. Apply their personal life story to their leadership journey

(5 HOURS)

Module 4: Inspire a shared vision by envisioning the future and enlisting others

Review the second Leadership Practice: Inspire a Shared Vision and commitments to (a) envisioning the future and (b) enlisting others. The goal of this module is to allow students to reflect on their past, envision their future, and identify how they will enlist others to join them in the pursuit of their goal/idea/project/cause. The goal of this module is to discuss tips for effective listening and effective communication and review the importance of communicating and listening deeply to our team to develop a common cause, to get everyone on board, and to inspire a shared vision among the group.

By the end of this module, students will be able to:

1. Identify and define the two commitments of Leadership Practice #2: Inspire a Shared Vision.

2. Reflect on their past and create your personal vision of their future.

3. Name and define at least 5 tips for effective listening.

4. Name and define at least 5 tips for effective communication.

5. Identify at least 5 tips for developing charisma.

COURSE CONTENT (CONTINUED):

(6 HOURS)

Module 5: Challenge the process by searching for opportunities, experimenting, and taking risks

Review the third Leadership Practice: Challenge the Process and commitments to (a) searching for opportunities and (b) experimenting and taking risks. Examine leadership as a function of power, review leadership styles and learning agility, and contrast resilience and grit. The goal of this module is to discuss opportunities to change the ways things are and make something meaningful happen by listening and learning, making incremental progress, turning setbacks into successes, and persevering with resilience, grit, and determination.

By the end of this module, students will be able to:

1. Identify and define the two commitments of Leadership Practice #3: Challenge the Process

2. Define proactive and reactive leadership and describe the type they identify most with.

3. Name and define the 5 leadership styles identified by Kurt Lewin and construct their personal leadership style.

4. Compare position power and personal power and analyze how power is used in leadership.

5. Define learning agility, compare fixed and growth mindset, and determine their personal mindset.

6. Define resilience and grit and Identify at least three ways they can build resilience.

(6 HOURS)

Module 6: Enable others to act by fostering collaboration and strengthening others

Review the fourth Leadership Practice: Enable Others to Act by committing to (a) fostering collaboration and (b) strengthening others. Leaders cannot lead alone. It takes partners to make extraordinary things happen. Leaders must create a positive climate that includes building trustworthy relationships, involves mutual respect, increases self-esteem, and makes others feel strong, capable, and confident to take initiative and responsibility. Learn about vulnerability, understand how trust is built and broken, and analyze the importance of mentoring in order to enable others to act.

By the end of this module, students will be able to:

1. Examine the power of vulnerability, create a personal definition of vulnerability, and identity their comfort level with vulnerability.

2. Name and define the seven elements of BRAVING trust.

3. Create their personal definition of trust.

4. Define marble jar friends and identify marble-earning or marble-breaking actions in development of trust.

5. Identify at least three ways they can empower themselves and others.

6. Analyze the impact of empathy and empowerment on trust, relationship-building, and collaboration.

7. Examine the power of mentoring, explain its importance in leadership, and describe at least three reasons why mentors are important.

(6 HOURS)

Module 7: Encourage the heart by recognizing contributions and celebrating values and victories

Review the fifth Leadership Practice: Encourage the Heart by committing to (a) recognizing contributions and (b) celebrating values the values and the victories. Because making extraordinary things happen is hard work, leaders must inspire others with courage, hope, and optimism. By saying thank you, smiling, praising, expressing pride, celebrating accomplishments, and giving heart, leaders let others know how much they mean to them and to the organization. Leadership is sustained by love. The goal of this module is to understand the power of giving heart, being grateful, providing feedback, and investing in fun.

By the end of this module, students will be able to:

1. Define the pygmalion effect and explain the impact of high expectations and positive thinking.

2. Outline the power of giving feedback and identify at least five tips for providing feedback.

3. Explain how leaders can personalize recognition, provide praise, and saying thank you in order to encourage the heart.

4. Name at least five benefits of gratitude.

5. Compose a letter of gratitude and create a lollipop moment for a person you are grateful to.

6. Examine the power of creating a culture of celebration.

COURSE CONTENT (CONTINUED):

(6 HOURS)

Module 8: Higher education and decision-making

Review Higher Education and the California Community College (CCC) decision-making process. The goal of this module is to: (a) review the three systems of higher education, (b) describe community college participatory governance practices, (c) learn about Gavilan College and its governance structure, and (d) interpret California Brown Act Regulations.

By the end of this module, students will be able to:

1. Outline the three systems of higher education.

2. Describe the decision-making process at Gavilan College.

3. Define shared governance and analyze the importance of the student voice in decision-making.

4. Explain how students can become involved in decision-making or in a campus club at Gavilan College.

5 Interpret the CA Brown Act and describe its purpose in decision-making.

6. Compare regular meetings, special meetings, and emergency meetings and identify when public notice should be given for each.

(6 HOURS)

Module 9: Understanding Robert's Rules of Order

Review Parliamentary Procedure and describe Robert's Rules of Order. The goal of this module is to describe and demonstrate how Robert's Rules of Order are used when holding meetings.

By the end of this module, students will be able to:

1. Identify the minimum essential officers for meetings to occur.

2. Describe the roles of the Chair, Secretary, and members of a participatory governance group

3. Construct an Agenda following Robert's Rules of Order

4. Define parliamentary procedure, quorum, minutes, bylaws, and describe their importance.

5. Outline and describe Order of Business

6. Define motions and illustrate the process for making and amending them.

(2 HOURS)

Module 10: Final Exam

The goal of this module is to (a) review for the final, (b) take a comprehensive final exam, and (c) write a reflective journal about their experience in this course.

METHODS OF INSTRUCTION:

Lecture, discussion, small and large group activities, demonstrations, research, written evaluations, exams, surveys, project, web searches, field service/project planning and coordination, and self assessment inventories.

OUT OF CLASS ASSIGNMENTS:

Required Outside Hours 6

Assignment Description

Module 1: Course Introduction & Overview

Read the module pages introducing our learning environment

Read the module pages explaining our course guidelines and policies

Review the module pages describing various resources available to support your learning

Submit the Meet & Greet Discussion Forum.

Submit the self-check quiz for Module 1

Required Outside Hours 10

Assignment Description

Module 2: When people are their best as leaders

Read the Leadership Challenge Chapter 1: When Leaders are at Their Best as Leaders

View Module 2 Power Point

Participate in the Class Agreements Collaboration

Engage with classmates in the "Are You a Leader" Discussion

Submit the Re-Defining Leadership Journal

Submit the Leadership Journey Journal

Submit the Self-Check Quiz for Module 2

Required Outside Hours 18

Assignment Description

Module 3: Model the way by clarifying values and setting the example

Read the Leadership Challenge Chapter 2: Commitment #1: Clarify Values

Read the Leadership Challenge Chapter 3: Commitment #2: Set the Example

View Module 3 Power Point

Engage with classmates in discussion about:

Your three key values

Your personality

Why words and the language we use matter

Not making assumptions

Seeking Feedback

Participate in the Class Shared Values Collaboration

Submit the following Reflection Journals:

Values Assessment

16 Personalities Assessment

Setting Boundaries

My Story

Submit the Self-Check Quiz for Module 3

OUT OF CLASS ASSIGNMENTS(CONTINUED):

Required Outside Hours 10

Assignment Description

Module 4: Inspire a shared vision by envisioning the future and enlisting others

Read the Leadership Challenge Chapter 4: Commitment #3: Envision the Future

Read the Leadership Challenge Chapter 5: Commitment #4: Enlist Others

View Module 4 Power Point

Engage with classmates in discussion about:

Listening and Communicating Effectively

Developing and Demonstrating Charisma

Submit the following Reflection Journals:

Envision Your Future

Demonstrate Charisma

Required Outside Hours 12

Assignment Description

Module 5: Challenge the process by searching for opportunities, experimenting, and taking risks

Read the Leadership Challenge Chapter 6: Commitment #5: Search for Opportunities

Read the Leadership Challenge Chapter 7: Commitment #6: Experiment and Take Risks

View Module 5 Power Point

Engage with Classmates in discussion about:

Proactive and Reactive Leadership

The Use of Power in Leadership

Fixed and Growth Mindset

Submit the following Reflection Journals:

What is your Leadership Style?

48 Laws of Power

How Resilient are You?

Required Outside Hours 12

Assignment Description

Module 6: Enable others to act by fostering collaboration & strengthening others

Read the Leadership Challenge Chapter 8: Commitment #7: Foster Collaboration

Read the Leadership Challenge Chapter 9: Commitment #6: Strengthen Others

View Module 6 Power Point

Engage with Classmates in discussion about:

Developing Trust

Demonstrating Empathy and Empowering Others

Submit the following Reflection Journals:

Demonstrate Vulnerability

The Anatomy of Trust

Be a Mentor

Submit the Self-Check Quiz for Module 6

OUT OF CLASS ASSIGNMENTS(CONTINUED):

Required Outside Hours 12

Assignment Description

Module 7: Encourage the heart by recognizing contributions & celebrating values and victories

Read the Leadership Challenge Chapter 10: Commitment #9: Recognize Contributions

Read the Leadership Challenge Chapter 11: Commitment #10: Celebrate the Values and the Victories

Read the Leadership Challenge Chapter 12: A Call to Action for Young Leaders

View Module 7 Power Point

Engage with classmates in discussion about:

Positive Expectations & Positive Thinking

Gratitude

Investing in Fun

Submit the following Reflection Journals:

Giving Regular Feedback

Saying Thank You & Showing Gratitude

Required Outside Hours 12

Assignment Description

Module 8: Introduction to Higher Education & Decision-Making

Watch Module 8 Introduction Video

View Module 8 Power Point

Engage with Classmates in discussion about

Shared governance and the power of your voice

Submit the following Reflection Journal:

Gavilan College and Your Journey

Submit the Higher Education & Decision-Making Quiz

Required Outside Hours 12

Assignment Description

Module 9: Understanding Robert's Rles of Order

View Module 9 Power Point

Review Robert's Rules of Order Online Edition

Engage with Classmates in discussion about:

Robert's Rules of Order/Parliamentary Procedure

Bylaws, Quorum, Minutes

Making Motions

Amending Motions

Submit the following Reflection Journals:

Creating an Agenda following Order of Business

Submit the following quizzes:

Robert's Rules of Order and Order of Business

Making and Amending Motions

Required Outside Hours 4

Assignment Description

Module 10: Final Exam

1. Review text, notes, and relevant resources to prepare for final exam.

METHODS OF EVALUATION:

Writing assignments

Evaluation Percent 35

Evaluation Description

Percent range of total grade: 25 % to 40 %

Assignments and journals;

Lab Reports;

Essay Exams;

Term and other research papers

Problem-solving assignments

Evaluation Percent 25

Evaluation Description

Percent range of total grade: 25 % to 35 %

Field Work;

Quizzes

Exams

Assignments

Skill demonstrations

Evaluation Percent 20

Evaluation Description

Percent range of total grade: 20 % to 50 %

Class Performance/s;

Performance exams

Field Work

Objective examinations

Evaluation Percent 20

Evaluation Description

Percent range of total grade: 20 % to 30 %

Multiple Choice;

True/False;

Matching Items;

Completion

REPRESENTATIVE TEXTBOOKS:

James M. Kouzes & Barry Z. Posner. The Student Leadership Challenge: Five Practices for Becoming an Exemplary Leader. San Francisco, CA: Jossey-Bass, 2018.
ISBN: 978-1119421917

RECOMMENDED MATERIALS:

Robert's Rules of Order Newly Revised in Brief. Hachette Book Group, 2020
ISBN: 978-1-5417-9770-3

Brene Brown, Dare to Lead. Penguin Random House, 2018.
ISBN 9780399592522

Don Miguel Ruiz, he Four Agreements. Amber-Allen Publishing, 2011.
ISBN 9781878424938

ARTICULATION and CERTIFICATE INFORMATION

        Associate Degree:

                GAV E2, effective 201570

        CSU GE:

                CSU E, effective 201570

        IGETC:

        CSU TRANSFER:

                Transferable CSU, effective 201570

                Not Transferable

        UC TRANSFER:

                Not Transferable

                Not Transferable

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department:

CSU Crosswalk Course Number:

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: E

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000544111

Sports/Physical Education Course: N

Taxonomy of Program: 220710