2022-2023
Theories of Leadership
LDRSHP 1100--3 Credits

Description: This course is designed to acquaint students with multiple theories and practices associated with effective leadership. In answering the question, "What is leadership?" it examines such theories as situational, participative, transformational, and servant leadership. Consideration is given to issues of followership and the many roles we play in life. The class also addresses those leadership and administrative skills and practices usually associated with effective professional management.

One of the strengths for this class is that it is very personal and applicable to a student's development and everyday life, not to mention their future. This class is meant to be active and engaging, if not exciting, and this can be accomplished through the use of guest speakers, group exercises and projects, movies and video presentations, current events, community service, job shadowing, field trips, and more.

Most importantly though, it is the teacher's passion for this class and their ability to be a role model for the leadership traits and lessons that are being taught that will captivate the students and make it meaningful. Few other classes provide the opportunities to nurture rewarding relationships, mentor, and cultivate life skills for the future.

Prerequisite: None.

Grading: The grading for this course is based entirely on in-class assignments, homework assignments, and/or projects that demonstrate the student's understanding and application of the leadership lessons and principles learned.

Textbook: The recommended textbooks are helpful, but not required: *The Leader's Companion*, by J. Thomas Wren (1995), New York: The Free Press; and *Developing the Leader Within You*, workbook, by John C. Maxwell (2001), Nashville: Nelson Impact.

Course Objectives
The goals of this course are for the student to:

- Summarize diverse perspectives on leadership through the ages and throughout the world
- Define leadership within the context of self, organization, and community
- Assess historical and modern-day views of leadership
- Describe relationships which exist between leaders and followers
- Analyze leadership within the context of today's changing environment
- Give examples about the practice of moral and ethical leadership
- Discuss and practice critical leadership skills needed by those who function as professional managers and administrators

Kenneth P. Dietrich School of Arts and Sciences

College in High School

The following course topics will be covered:

1. Defining Leadership
- Discover if leadership can be learned
- Emotional intelligence
- Where to start to become a better leader

2. Developing the Leader Within You
- Value of self-reflection
- Personal mission statements

3. Servant Leadership
- Identify the 10 characteristics of servant leadership
- Sacrificial leadership

4. Historical Views of Leadership

5. Modern Views of Leadership

6. What Separates Leaders from Other People
- Gender and leadership

7. Exemplary Followers

8. Leadership Lessons Learned from the U.S. Civil War Gettysburg Battle

9. The Relationship Between Leaders and Followers
- Situational Leadership

10. The Leadership Environment

11. Leading Individuals
- Extrinsic and intrinsic motivation

12. Leading Groups

13. The Skills of a Leader
- Critical thinking and decision making
- Change
- Vision

14. Inclusive Leadership

15. Leadership in Practice – Practicing Moral Leadership

Academic Integrity: All College in High School teachers, students, and their parents/guardians are required to review and be familiar with the University of Pittsburgh's Academic Integrity Policy located online at https://www.as.pitt.edu/faculty/policies-and-procedures/academic-integrity-code.

Grades: Grade criteria in the high school course may differ slightly from University of Pittsburgh standards. A CHS student could receive two course grades: one for high school and one for the University transcript. In most cases the grades are the same. These grading standards are explained at the beginning of each course.

Transfer Credit: University of Pittsburgh grades earned in CHS courses appear on an official University of Pittsburgh transcript, and the course credits are likely to be eligible for transfer to other colleges and universities. Students are encouraged to contact potential colleges and universities in advance to ensure their CHS credits would be accepted. If students decide to attend any University of Pittsburgh campuses, the University of Pittsburgh grade earned in the course will count toward the student grade point average at the University. At the University of Pittsburgh, the CHS course supersedes any equivalent AP credit.

Drops and Withdrawals: Students should monitor progress in a course. CHS teacher can obtain a Course Drop/Withdrawal Request form from the CHS office or Aspire. The form must be completed by the student, teacher and parent/guardian and returned to teacher by deadlines listed. Dropping and withdrawing from the CHS course has no effect on enrollment in the high school credits for the course.