Introduction

What is the definition of leadership? This question is bound to generate a variety of answers; it will depend on an individual's experience (or lack thereof) with good leaders and intersecting identities (gender, ethnicity, etc.) The COCLeads Program aims to equip participants by asking them to reflect on their leadership style, recognize their strengths and weaknesses, and practice leadership skills.

Leadership is a term that takes many personas, styles, and forms. Leadership can be as different and diverse as the learners we see at College of the Canyons. What is the first thing that comes to mind when you think of great leaders? For many, politicians, sports stars, and business moguls come to mind. While these may be the first examples that we think of, they are typically not the ones we encounter every day. Leaders are everywhere. Some are natural leaders while others need an opportunity to unlock their leadership potential. That is where we come in. Our goal is to find people that know they have special abilities inside themselves, but just need it to be unlocked.

COCLeads aims to create a certificate program that equips participants by asking them to reflect on their own leadership style, recognize their strengths and weaknesses. After completion of the certificate, the learners in the COCLeads program can the next steps in their leadership journey and achieve remarkable things!

Executive Summary

There will always be high demand for leadership in every facet of our society. More specifically, there is a need that exists right here in the Santa Clarita Valley for great leadership within our schools, organizations, and the business community. COCLeads will provide an opportunity for everyone who wants to improve and take themselves to a higher level. By creating a holistic, socially relevant, and affordable leadership certificate program, COCLeads will expand the number of learners who are able to become leaders in our ever-changing society.

COCLeads will have something to offer every demographic group. From high school students to seasoned business executives, COCLeads will serve to be a comprehensive certificate program that will marry leadership strategies with diversity, equity, and inclusion to create well-rounded leaders. The certificate will consist of a list of courses that will deal with leadership topics. Emerging leaders will be able to customize the program to fit their needs and focus on the areas they would like to improve.

Effective marketing will be vital to the success of COCLeads. The marketing approach for this program will be multi-faceted. COCLeads plans to utilize local media organizations, social media marketing,

grassroots outreach within the business community (professional organizations, seminars, mixers), outreach to the College of the Canyons and K-12 community locally, and direct outreach to businesses and organizations that might be able to benefit from such a program. In looking at the competition for COCLeads there are many programs that may offer some of the aspects of this program, but none locally would be able to offer the combination of a certificate of completion from an accredited institution that is also affordable and open to anyone who wants the opportunity to enhance their leadership abilities.

This program will be non-credit coursework which will be funded at the CCCO rates for faculty and units/hours. There is no additional equipment or supplies needed. The students will provide computer and internet access and all work will be done electronically and will not require extra educational supplies or resources. The course just as other courses will use the resources that are already available at the Valencia and Canyon Country campuses of College of the Canyons.

The group behind COCLeads, often referred to as "The Unstoppables" consist of:

Lynn Suh found inspiration to propose COCLeads through her experience in working with student leaders the past 6 years. She wants to incorporate the StrengthsFinder assessment to unlock each emerging leader's potential.

Tina Tran has always been comfortable as a behind-the-scenes contributor and is exploring her potential as a leader. COCLeads provides her with a rare opportunity to learn the world of program and course development, while learning how to become an unstoppable leader herself.

Yarely Gonzalez earned a Personal and Organizational Cocurricular Leadership Certificate from Mt. San Antonio College after graduating high school. The program equipped her with the building blocks needed for effective leadership by enhancing important life skills, career opportunities and becoming an advocate for change. Yarely has full trust in the benefits and positive impact COCLeads Program will bring to students and the community.

Dr. Ann Hamilton believes that education involves the head, the heart, and the hands and that whole person education is foundational for transformational learning. She is the Dean of Math Sciences and Engineering at College of the Canyons and she believes that COCLeads is a way to stimulate leadership skills within the framework of building hope, self-awareness, and interpersonal strengths in a nurturing environment.

Dr. Giselle Bice is a strengths-focused educator with 20+ years serving K14 education. Braiding the academic and work-based learning has been at the forefront of her research and work, and the COCLeads program provides critical skills necessary to thrive in today's workforce.

Will Murphy has over 15 years of experience in sales and marketing in a variety of fields. He has been a manager for numerous organizations and brings real world managerial and leadership experience to the group. Will has also lived in the Santa Clarita Valley for over a decade and has a broad knowledge and understanding of the community.

Kelly Dapp is the Director of Campus Life and Student Engagement at College of the Canyons and mentored this team. Kelly has worked in student life and directly with student leaders for 24 years and has been at College of the Canyons for 22+ years.

Once approved to move forward, COCLeads plans to move forward with starting the program during the Spring 2022 semester at college of the canyons in a Workshop format. This format will be a litmus test to gauge interest around the college and community. After the success of the Workshop format, the program will move forward with the Non-Credit Certificate program in Summer of 2022.

Overview

In support of the College mission, the COCLeads Program is a non-credit certificate of completion program focused on giving learners the tools to reach their full potential by becoming effective leaders.

- Diversity, equity, and inclusion, and global responsibility are core tenants at College of the Canyons. COCLeads will build leaders with these ideals in mind. In looking at other leadership programs, it quickly became clear that equity and inclusion becomes exceedingly difficult when the cost of the program is prohibitive. Many of the costs associated with these programs ensured that diversity, equity, and inclusion were near impossible. In keeping with the College's mission statement, it is our belief that everyone should have the opportunity to develop and foster their leadership abilities without being hindered by financial constraints.
- One of College of the Canyons' foundational institutional commitments is Leadership. The website states that the College "will assert its leadership to increase educational, economic, and cultural opportunities for the community including businesses, industry, arts groups, and community-based organizations in the region." How will the College measure whether they met this commitment? With an established program and through receiving feedback/evaluation, the College will be able to pinpoint levels of growth for all learners.
- We all want our learners to succeed; we want them to learn, find their passions, and grow. Through the Leadership Certificate Program, learners will be able to explore career paths and encounter further opportunities.

Certificate Description

In the American zeitgeist, we often think about leaders as a loud, brave, and feisty people who seize opportunity at every turn. These types of leaders inspire us. People make movies about them and write songs about them. It is important to realize that not all people embrace or respond to that leadership style. COCLeads is unique in that in addition to these "stereotypical" leaders, our program seeks to affirm that all learners have the ability and potential to become leaders. This can be achieved in many ways such as learning how to be better learners, employees, and members of the community. We will strive to unlock the full potential of everyone in COCLeads with the end goal of preparing them for their next chapter through non-credit courses.

The LEAP team reviewed currently offered courses under the Career Skills component of the School of Personal and Professional Learning and for-credit courses offered under the Business, Communication Studies, and Sociology departments and developed new courses. COCLeads provides a certification which enhances the skill set of all students as it focuses on the understanding of essential workplace leadership.

Courses that need to be established are as follows:

- NC.LEAD-110 – Personal Leadership

- NC.LEAD-150 – Organizational Leadership
- NC.LEAD-200 – Practicum - Field Experience

Sample syllabi can be found in the Appendix of this business plan.

To earn the Certificate of Completion, a learner must complete one of the tracks below: (See the CCCCO Program and Course Approval Handbook)

- Track 1
  - NC.LEAD-110 - 8.0 hours
  - NC.LEAD-200 - 8.0 hours
  - NC.CSKL-021 - 8.0 hours
- Track 2
  - NC.LEAD-150 - 8.0 hours
  - NC.LEAD-200 - 8.0 hours
  - NC.CSKL-021 - 8.0 hours

Students may choose to take both LEAD-110 and LEAD-150, but it will not substitute NC.LEAD-200 or NC.CSKL-021 requirements. Students may opt to replace the NC.LEAD-200 requirement through the Cooperative Work Experience program.

After completing COCLeads, learners will be encouraged to investigate other non-credit certificates under Career Skills category or consider enrolling at College of the Canyons to pursue a degree to enhance their knowledge and skills further. Emerging leaders will be guided to speak with counselors at COC to see which degree they can acquire and be given a list of current for-credit classes that relate to leadership and success.

- BUS-110   Principles of Management
- BUS-111   Human Relations in the Workplace
- BUS-126   Managing Diversity in the Workplace
- COMS-105   Fundamentals of Public Speaking
- COUNS-110   Career-Life Planning
- COUNS-150   Student Success
- COMS-270   Communication and Leadership
- PHILOS-120 Introduction to Ethics
- SOCI-108   Thinking Critically about Social Issues
- SOCI-105   Multiculturalism in the United States

Learner Appeal

Leadership is a highly sought-after quality for all types of organizations. The market for excellent leaders will always be a robust one, and it is one that the entire local community will benefit from – if there are enough good leaders who can step up and lead. We have identified a need for a COCLeads at College of the Canyons that would be available and useful for a wide range of people within the community who are looking to enhance their leadership abilities in a non-graduate setting. Many online and in-person leadership programs are offered at the graduate level, or as costly "self-help" courses through private

organizations. This program would be unique in that it would allow learners to choose their leadership path and focus directly on the areas they would like to improve while gaining an understanding of the qualities a leader must possess in this fluid and sometimes unpredictable landscape. The program would also be different in that it would focus on the larger picture of leadership that includes a focus on equity, diversity, and inclusion. Through this lens, COCLeads truly stands out as a superior and accessible option to the community.

- **Industry type:** Businesses and organizations in the United States spend $160 Billion[1] on employee training and education. Of that amount, more money on leadership development than any other type of corporate learning[2]. Even with such a large investment, over 75% of organizations say they are experiencing a leadership gap.[3] With the workforce getting younger, there is a prime opportunity to reach new millennial and Gen Z leaders who will constitute leaders, CEOs, and decision-makers of the future. With almost 65% of the Santa Clarita community having had some college experience[4], this is the ideal community to reach those who would like to enhance their leadership abilities both in an educational and professional setting and grow both professionally and personally.

- **Market segmentation:** There are several different segments that COCLeads will target. The first one is younger learners and business professionals (Gen Z and Millennial) who are underserved with current leadership programs available on the market. Either the content is not relatable or does not provide practical training for them. With the way the certificate is structured, this demographic will be able to customize their leadership path and understand how leadership is attainable for them. The median age in Santa Clarita is 36.8 (millennial) and it is getting younger[5]. This certificate is primed for people in that demographic range to move into a leadership role as they graduate or move forward in their careers. Approximately 57% of the Santa Clarita community already fits into this general age range (18-59) with another 19% of the population between the ages of 5-17, thus giving the program a solid and sustained basis for growth[6].

- **Competition:** The main competition that we would face is from national online leadership programs or local leadership programs from life-coaches or self-help organizations. While both types of programs have positives, COCLeads will offer a more accessible and affordable path to obtaining a certificate from a nationally accredited institution. Once the pandemic subsides, we can also give people the option of in-person or online instruction, thus catering to fit the needs of our learners. In looking at different leadership courses from colleges and the costs associated

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[1] Spending on employee training - https://blog.inspiresoftware.com/7-statistics-leadership-development
[2] Leadership development corporate spending - https://www.infoprolearning.com/infographic/13-shocking-leadership-development-statistics-infopro-learning/
[3] Leadership gap/shortage -https://blog.inspiresoftware.com/7-statistics-leadership-development
[4] SCV Residents with some college courses taken - https://www.santa-clarita.com/city-hall/departments/community-development/demographics/population#edu
[5] Age demographics of Santa Clarita - https://datausa.io/profile/geo/santa-clarita-ca/#about
[6] Santa Clarita age demographics - https://datausa.io/profile/geo/santa-clarita-ca/#about

with them, there is a definite need for a local leadership course option that is affordable and open to all learners who want to improve their leadership skills.

- **SWOT analysis:** A SWOT analysis was conducted to identify the Strengths, Weaknesses, Opportunities, and Threats for COCLeads.

Internal Environment:

- o **Strengths**
  - Learners will learn applicable leadership skills in all facets of life, personally and professionally.
  - A non-credit offering would include both "traditional" learners and community members, ranging from ASG (Associated Student Government) student officers, or member of the public.
  - As learners take noncredit classes, they may find a topic (or class) interesting, creating a potential for credit classes.
  - Drop-in workshop format creates opportunities and curiosity for learners to follow through with the full certificate course.
- o **Weaknesses**
  - Credit programs take longer to get approved through Program Viability.
  - DEI becomes difficult when the cost of the program is prohibitive.
  - Procuring funding to keep the program going.

External Environment:

- o **Opportunities**
  - Creating partnerships with local business in the SCV for internships.
  - Creating partnerships with smaller departments on campus: Campus Life, Business classes, School of Personal and Professional learning.
  - Creating partnerships with larger departments on campus: Economic Development, and Student Services.
  - Non-credit classes serve as a bridge for credit classes.
  - Non-credit learners have access to all student services offered on campus.
- o **Threats**
  - National online leadership programs.
  - Local leadership programs.
  - Other leadership programs on campus such as Civic Engagement and other non-credit certificates.
  - Learners only have a certain amount of time in a day to choose between for credit and non-credit classes.

Operating Plan

General Overview: The leadership certificate of competency (non-credit) will be led by COC faculty who meet the California Community College Chancellor's Office state minimum qualifications for instruction.

The ideal professor has a holistic/comprehensive theoretical and practical understanding of adult learning and student development theory combined with personal and organizational leadership in various industry sectors. In reviewing the sequence of courses, professors from various industry sectors will lend their expertise in the courses offered. Leadership courses will conform to the standards for credit hour calculations identified in Title 5 of the California Code of Regulations.

With sensitivity to the current labor market, several courses will be offered during all semester and winter/summer terms, with both accelerated course schedules of 5-and 8-week courses and traditional 16-week schedules to allow students to complete the certificate program in a flexible environment of after work hours, or on weekends. Various learning formats such as online, hybrid, and in-person courses will be offered to meet the needs of learners in a larger demographic pool.

To establish content validity and instructional effectiveness, in the first year of implementation workshops will be offered by COC program leaders/faculty to garner feedback from the community and student population. Abbreviated versions of the courses will be offered in a workshop settings on campus at COC. The monthly topics will mirror the anticipated course titles and will be offered in various timeframes. Participants will be surveyed for their responses to the topics, the instructors, and the learning modalities utilized. This grounded field research will include these workshops in conjunction to advisory-type meetings with local business organizations to glean insight from working professionals and to best serve the needs of the workforce.

Internet and Electronic Resources: This certificate program will use the Canvas LMS of COC, The Learning Center (TLC) and the internet resources and accessibility of the campus that already exist. Participants will be granted access to email and all COC electronic resources.

Physical space needed: Face-to-face meeting spaces are flexible. Courses will be interactive dialogue with faculty to student and student to student learning opportunities and they may take place at workplace settings, online with Canvas, or at the Valencia or Canyon Country Campus. All physical classroom or meeting spaces will meet the standards of accessibility. In connection with COC, ADA accommodations will be prioritized in both physical proximity and instructional design.

Equipment: Computer access to online curriculum via CANVAS and Wi-Fi is necessary. With the framework of a "flipped classroom," students will be supported with Wi-Fi hotspots and other essential technology.

Assets: Funding for faculty will be paid at the non-credit rate, and part of the state funding process for non-credit courses. At this point, the preparation of resources for Canvas Learning Management System (LMS) will operate within the Non-Credit and Community Education office and all course materials will be available as electronic documents through Canvas. Any course materials will utilize the ZTC/OER (Zero Textbook/Open Education Resources) to adhere to a commitment by COC to provide learning opportunities that are not too costly for any disproportionally disadvantaged students.

Special requirements: Adherence to ADA accommodations, FERPA, and the COC Human Resource Handbook and any other guidelines set forth will be adhered to and handled with discretion.

Materials: ZTC/OER (Zero Textbook/Open Education Resources), access to CANVAS via laptop

Production: The "Leadership Certificate of Competency" can be earned in a 2-semester and winter or summer session traditional academic year, or by taking an accelerated course schedule.

Inventory: Graduates will be tracked via records; in addition, job placement and tracking for longitudinal data will be conducted by the department chair

Feasibility: Following a strong marketing campaign and support from the local businesses, students who earn the Leadership Certificate may position themselves for an increase in likelihood of an initial job interview and/or advancement within their organization.

Cost: Professors will be paid their hourly rate of non-credit instruction as negotiated by the COCFA or AFT Agreements with College of the Canyons; No additional cost is incurred to the program or student incurred costs of consideration room usage which includes, but is not limited to electricity, wireless capacity, campus supervision, custodial accommodations, and instructional assistance.

Marketing and Outreach Plan

COCLeads will offer a unique and effective program to the Santa Clarita Valley, and as such we plan to market the program primarily to residents in the SCV and surrounding areas. The strategy will focus on residents in Santa Clarita with some college courses taken (65% of the local population). Given that this program will focus on potential learners in the 17- 60 age range, we will utilize marketing concepts that will reach those groups specifically. A combination of electronic advertising (social media, geofenced ads, electronic ad buys with local organizations) will be the focus. In addition to that, it will be vital for us to get the word out to the local business community by partnering with Workforce Development at the college to get the word out to the numerous business and professional organizations in Santa Clarita such as the Santa Clarita Chamber of Commerce, SBDC, VIA and any others.

- **Key messages:** There are several ways in which the COCLeads will stand out to our target demographic. Primarily, it will be accessible and affordable. Many of these programs price out younger potential learners. Our goal is to offer a program that will not hurt a young person financially while giving them the future skills needed for upward mobility. It will be local, and it will be flexible. Learners can choose how they would like to take the course (online or in person) and will be taught at an accredited college as opposed to a private, non-accredited organization.
- **Marketing activities:**
    - Digital media advertising (local newspaper, radio station. Digital only)
    - Social media – create social media accounts in Facebook, Twitter, Instagram, Spotify, LinkedIn, TikTok and utilize digital sponsored advertising for target demographics.
    - Business seminars/mixers – invite local businesses and organizations to special seminar type sessions to get them involved in the planning process. Increase buy-in and assess their needs.
    - Attend meetings of local business networking groups to market in person and potentially sponsor a session so that we can get the word out about the program. This includes Chamber of Commerce, SBDC, VIA and any others whose membership might benefit from leadership programs.

- o Outreach for COC learners – ASG officers, College Assistants etc.
- o Partner with local high schools
- o Targeted outreach to businesses that may have younger workforce in need of leadership training. Direct emails to decision makers from program head, not email blast marketing.
- **Sales strategy:**

Sales is about relationships and cultivating trust while trying to highlight a product that can be helpful or useful to an individual or group. As a trusted and well-established entity, College of the Canyons has a leg up in appealing to our local community while constantly offering top-tier educational opportunities. In identifying ways to increase participation in the certificate program, we can:

- o Use current relationships to encourage participation in courses.
  - ▪ Reaching out to ASG Leaders through campus life
  - ▪ Partnering with EOPS / CARE / MESA
  - ▪ Partnering with Volunteer Bureau
- o Outreach to the business community
  - ▪ Solicitation of feedback with presentations to local business organizations which include:
    - Rotary
    - Santa Clarita Valley Chamber of Commerce
    - Valley Industrial Association of Santa Clarita
    - Santa Clarita Valley Network Referral Group
    - SCV Chamber of Commerce Hispanic Business Committee
    - BNI - Santa Clarita & Antelope Valley
- o Outreach to businesses, organizations, and our campus to provide feedback on what they look for in a leader and how they believe that leadership can be supplemented and improved.
  - ▪ Panel of local business owners/employers
  - ▪ Survey to business owners and administrators at COC
    - How many organizations have used a leadership program for staff/employees?
    - What are the key factors in looking at leadership/corporate learning programs?
    - How likely would you be to consider a program like COCLeads for your staff?

Targeted Implementation Date

- Fall 2021 - Non-Credit Program Development
- Winter 2022 - Non-Credit Program Review and Approval
- Spring 2022 – Launch of Workshop Format /Non-Credit Program Promo
- Summer 2022 - Non-Credit Program begins!

Cost Analysis

Development

Expenditures	Cost
Certificate Program Development (4 hours)	$ 300.00
Curriculum Development (Approx. 5 hours)	$ 375.00
OER Development (Approx. 10 hours)	$ 750.00
Misc.	$ 2000.00
Total	$ 3,425.00

Leadership Certificate Program Launch – 3 Courses (8hr ea.)

NC.LEAD-110 – Personal Leadership

Expenditures	Cost
Textbook (OER)	$ -
Adjunct Faculty cost*	$ 600.00
Total	$ 600.00

NC.LEAD-150 – Organizational Leadership

Expenditures	Cost
Textbook (OER)	$ -
Adjunct Faculty cost*	$ 600.00
Total	$ 600.00

NC.LEAD-200 – Practicum - Field Experience

Expenditures	Cost
Textbook (OER)	$ -
Adjunct Faculty cost*	$ 600.00
Total	$ 600.00

* Adjunct Faculty average cost/rate: $75.00/hr

Total cost for the 3 courses: $1,800.00

Materials Needed

Strengthsfinder Top 5 Code: 100/$20ea.	$ 2,000.00
Total	$ 2,000.00

Estimated Grand Total: **$7,225**

(Development, launch and materials included)

* School of Personal & Professional Learning stated we may not need the adjunct faculty cost. The noncredit course collects apportionment which covers the cost of paying the instructor and even makes revenue for the college if the course is high enrolled.

Appendix

- NC.LEAD 110 Sample Syllabus
- NC.LEAD 150 Sample Syllabus
- NC.LEAD 200 Practicum/Field Experience Pre & Post-Evaluation

SAMPLE SYLLABUS - NC.LEAD 110: Personal Leadership

Course Description

Leadership is often seen as an outward-focused discipline and so leader development programs and courses often focus on training people in how to influence others, motivate others, direct others, change others, and inspire others. In order to do that successfully, you first need to know how to influence, motivate, direct, change, and inspire *yourself*. The purpose of this class is to use the latest research from positive psychology and organizational behavior to help you better understand yourself— your goals, beliefs, emotions, motivations, and habits—and help you learn how these psychological factors affect your success in life and leadership.

Learning Objectives

1. identifying core values
2. understanding psychological mindsets as a foundation for personal change
3. self- regulation and psychological principles of change
4. maximizing productivity and flow
5. increasing mindfulness and reducing distraction
6. leveraging emotional intelligence and other personality differences
7. harnessing creativity for personal growth and well-being
8. improving communication and perspective-taking
9. increasing resiliency and coping with failure
10. increasing trust and leveraging diversity in teams
11. effectively using power (without abusing it).

Schedule Overview

Week 1: Introduction to the Course & Identifying Your Core Values

Week 2: Psychological Mindsets as the Foundation for Personal Change/Goal Setting & Setting Up Your Personal Change Project

Week 3: Self-regulation & Psychological Principles of Change Part I

Week 4: Self-regulation & Psychological Principles of Change Part II

Week 5: Increasing Mindfulness & Reducing

Week 6: Harnessing Mindfulness to Maximize Productivity & Flow

Week 7: Increasing Resiliency & Coping with Failure

Week 8: Happiness as Fundamental to Success in Life, Work & Leadership

Week 9: Routes to Increasing Happiness and Leveraging it to Make Personal Change

Week 11: Emotional Intelligence & Other Individual Differences in Leader Personality

Week 12: Effectively Using Power (Without Abusing It) & Capstone/Individual Change Project Presentations & Wrap-up

Assignments & Grading

The posted readings for discussion consist of a mix of articles on the weekly topic from reputable popular press outlets (e.g., the New York Times, the Atlantic) in addition to academic journal articles from lecture material and course content.

20% - Weekly Web Applications/Reading Responses: Each week before class, you will complete a web survey via a link posted on the course's web page. These web surveys will vary each week and are generally designed to give me more information about your perspectives on the issues we will cover in class or allow you to comment on the course concepts (via the readings, cases) and particularly how they apply to your work experience or personal background.

As part of each week's web survey, you will post one question before each class. The purpose of this is to help facilitate class discussions. The question should be open-ended and designed to elicit conversation about a topic relevant to the theme of the class session. You should do the readings before writing your question, but your question need not be limited to the readings. Your responses will be graded as a check, check minus, or check plus based on the degree of reflection on the readings, and the potential of the question to elicit meaningful conversation.

40% - Individual Change Project: In the first two weeks of class, you will identify an area of your life that you would like to improve, and that will be amenable to notable improvement over the 12-week course period. You should use the core principles of values identification, goal setting, and the strategies for change that we will cover in the first weeks of class and in the readings. The thing you choose to try to change about yourself should be based on your values, something you can measure, and something you can make meaningful progress on during the course period. During week two, you should come to class prepared to talk about ideas for the topic you've chosen.

At the end of the semester, you will be responsible for preparing a written report on your change project that discusses your journey from start to finish and that integrates the course readings and course lectures (approximately 5 pages, double-spaced) and, on the last day of class, you will give a short (5 minute) oral presentation summarizing your project. In addition to the final paper and oral presentation, a key part of this assignment will involve keeping some type of journal or record to track your daily progress (more details about the format of this will be provided in class). You will share this record with your accountability partner and will also integrate this data you gathered throughout the semester into your final paper and in-class oral presentation.

25% - Attendance and Participation: Since much of the learning takes place inside the classroom, it is impossible for students to learn the material without being physically present in class. Thus, attendance and participation in the in-class exercises and discussion is mandatory.

Additionally, although much of this course explicitly focuses on and making change on an individual level, it is crucial to understand that everything we do happens in a social context. Connections with others are foundational to your own personal growth and success. Thus, at the beginning of the semester, you will be paired with one other student in the course to give one another peer coaching and feedback on the progress of your individual change project, serving as each other's "*accountability partners*." A large body of research has demonstrated that change on a personal level is more likely to occur when one can get support, help, and honest feedback from trusted others—and in particular when one is accountable to at least one other person for the progress made on one's goals.

Additionally, at certain points in the semester, it is expected that you will share your progress on your individual change project with the class as a whole wherein they will provide support and fresh insight into problems you may be facing as the semester progresses. These class-wide feedback sessions are yet another reason why weekly attendance is crucial.

15% - Mini Self-Experiments: Throughout the semester, you will complete three 1-2 week-long mini "self-experiments" wherein you will get to apply some of things you've learned in class to your own life. The idea behind these is to create a fun, low- stakes vehicle for you to challenge yourself to try new things (or, for some people, try something again that you may have dismissed as ineffective for you) that past research has found to enhance personal growth, well-being, and happiness. Examples of what these mini self-experiments will consist of, along with some basic guidelines or instructions, are provided below. After each mini self-experiment (i.e., at the end of the two-week period), you will submit a 1-2-page (double-spaced) summary of your experience. These will be graded pass/fail.

Gratitude Experiment

- Every day for 2 weeks (preferably in the evening/at the end of your day), **write down** 3 things you're grateful for that day.
- You can write the same things but aim to not repeat them (for example— aim to make 2 out of the 3 new). Also, try to write things in three different categories or areas of your life (e.g., small things that happened just that day vs. larger, more significant things in your life).
- You must do it every day as the idea is to make recording your gratitude list a regular practice (you may want to set an alarm on your phone every night to remind yourself)
- At the end of the two-week period, you will submit a 1-2 page summary of your experience (i.e., *What happened? And what did you learn?)*

Mindfulness Experiment

- Over the two-week period, you will identify two different ways that ***you personally*** find yourself distracted (i.e., less mindful, less connected to others or to yourself) by technology (e.g., your phone, the Internet, etc.). You'll then set a specific goal for how you will either eliminate or minimize your exposure to that technology during the two-week period of this assignment.
- Some examples: turn off your phone completely while eating a meal with a friend, partner, or family member(s); if you are a compulsive email checker, aim to check your email only two times for an entire day; take a "Sabbath" day—for an entire Saturday (or other non-work day), do not go online at all.
- At the end of the two-week period, you will submit a 1-2 page summary of your experience addressing what happened with your "digital detoxes" and what you learned from the experience.

Compassion Experiment

- Over a period of two weeks, you will engage in (a minimum of) three purposeful acts of compassion: two toward others and one toward yourself:
- You should aim to make the compassionate acts toward others something you don't typically do (e.g., if you usually give money to those in need, but are not someone who compliments others often, consider giving out genuine compliments)
- For the act of self-compassion, stay away from choosing to "indulge" yourself in counterproductive ways (e.g., giving yourself permission to miss class or group meetings because you didn't feel like going) and call that self-compassion. Instead, when you find yourself

being hard on yourself for a mistake, a failure of some sort, or a missed goal, make a conscious decision to talk to yourself differently.

- The goals of this self-experiment are: 1. To be mindful of opportunities to be kind toward others and yourself, 2. To act on these opportunities, and 3. To then reflect on how it impacted you.
- As with the first two mini experiments, you will write a simple 1-2 paper summarizing and reflecting on your experience (i.e., *What happened? And what did you learn?).*

SAMPLE SYLLABUS - LEAD 150: Organizational Leadership

Course Description:

This course will analyze the impact of leadership on organizational effectiveness. It will attempt to differentiate between a leader and a manager, and how each can be vital to an organization's success. Students will also learn new attributes of successful leaders, including interpersonal skills, attitudes, and behaviors, which can facilitate effective leadership within different types of organizations.

Textbook:

Peter G. Northouse, *Leadership: Theory and Practice*, 7th edition. Sage Publications, 2015.

ISBN: 9781483317533

Objectives:

This course is designed to provide you with a scholar-practitioner's perspective on leadership. After completing this course, students will be able to:

1. ***Understand*** organizational behavior, especially as it relates to management, leadership, personal effectiveness, corporate culture, innovation and change
2. ***Investigate,*** understand and be able to apply significant models, theories and concepts of leadership
3. ***Understand*** the effects of diversity of culture, gender, and race upon the dynamics of leadership
4. ***Examine*** and discuss contemporary and classical writings on leadership theory and practice
5. ***Define*** leadership, describe the role of genetics and development on individual leadership capability and be able to identify popular distinctions in the differences between leaders versus managers.
6. ***Assess*** the state of current leadership capacity within organizations and suggest how a leadership needs analysis can support and enhance organizational effectiveness.
7. ***Demonstrate*** leadership skills through participation in experiential exercises.
8. ***Assess*** personal values, beliefs and ethical standards to enhance self-awareness in regard to personal leadership behaviors and reactions to leadership behaviors of others.
9. ***Identify*** how leading a team is different from leading a group of individuals.
10. ***Identify*** special challenges involved in leading geographically dispersed (virtual) teams.
11. ***Describe*** the role of culture in determining effective leadership perceptions and outcomes.
12. ***Understand*** leadership at the Personal, Interpersonal, Team and Organizational levels (PITO) and the array of leader-follower-situation variables that influence the leadership process.

Weekly Schedule

Week 1: Trait Approach Skills Approach

Week 2: Behavioral Approach

Week 3: Situational Approach

Week 4: Path-Goal Theory

Week 5: Leader-Member Exchange Theory

Week 6: Transformational Leadership

Week 7: Authentic Leadership

Week 8: Servant Leadership

Week 9: Leadership Ethics

Week 10: Team Leadership

Week 11: Gender and Leadership

Week 12: Culture and Leadership

Practicum Pre & Post Evaluation

NC.LEAD-200

COCLeads Practicum/Field Experience Pre-Evaluation

Name

Student ID#

Practicum/Field Experience Location

Practicum/Field Experience Supervisor

Expected Roles and Responsibilities

In what area(s) do you want to grow through this practicum/field experience?

Please review your roles and responsibilities with your supervisor and discuss your areas of growth and goals.

COCLeads Practicum/Field Experience Post-Evaluation

Name

Student ID#

Practicum/Field Experience Location

Practicum/Field Experience Supervisor

In your pre-evaluation, you indicated your areas of growth. Did you achieve growth in those areas? Explain.

SUPERVISOR ONLY

Please provide a brief evaluation on the student's growth and ability to lead.

Resources

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Alzghoul, A., Elrehail, H., Emeagwali, O. L., AlShboul, M. K. (2018). Knowledge management, workplace climate, creativity and performance: The role of authentic Leadership. Journal of Workplace Learning, 30, 592-612.

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Hammond, Z. L. (2015). *Culturally responsive teaching and the brain*. Corwin Press.

Ingleton, T. (2013). College Student Leadership Development: Transformational Leadership as a Theoretical Foundation. *International Journal of Academic Research in Business and Social Sciences, 3*(7), 219-229.

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Scott CP, Jiang H, Wildman JL, et al. (2017) The impact of implicit collective leadership theories on the emergence and effectiveness of leadership networks in teams. *Human Resource   Management Review* 28: 464–481.

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Untapped Opportunity: Understanding and Advancing Prospects for... (2021, February). Retrieved June 9, 2021, from https://californiacompetes.org/publications/untapped-opportunity-understanding-and-advancing-prospects-for-californians-without-a-college-degree