Applied Leadership Laboratory/California Cadet Corps

Course Description

Course overview:

The class is designed to be an applied leadership laboratory to teach leadership skills and hierarchical governmental structure, which ultimately enhances school pride, spirit and culture as well as the student's individual knowledge of a working government, private organizations and business. The class will focus on standards designed by the California Association of Directors of Activities and Common Core State Standards, including public speaking, written communication, service learning, presentation skills, community service, government hierarchy, personal and social development, goal setting, group dynamics, marketing, finance accounting, advertising, the bidding process and purchase within the constructs of the state procurement system.

Course content:

Students will participate in a series of activities and events on leadership and teamwork, exploring the qualities of a good leader, assessing leadership qualities within themselves, and analyze and evaluate the leadership qualities of influential leaders of the 20th and 21st centuries to include Nelson Mandela, Martin Luther King Jr., Cesar Chavez, Jimmy Carter, Ronald Reagan, Colin Powell, Hilary Clinton, Steve Jobs, Mark Zuckerberg, and Saif al-lslam el Qaddafi. These events and activities are planned, organized and ran under the leadership and direction of the students in the third and fourth year. Students will analyze and compare their leadership styles during these events with influential leaders and assess their effectiveness and influence while in leadership and management roles when planning, organizing and conducting multiple leadership training events for the school, region and state level.

**Communication Standards**

1. Students will focus on subtopics including, but not limited to: Written Communication, Interviewing Skills, Public Speaking, Crowd Control, Conflict Resolution, Creative Thinking, Evaluation, and Interpersonal

Skills. *Assignment examples are embedded in the description of each course unit.*

* Critical thinking in Written Communication is evaluated by the creation of a Legacy Portfolio that is maintained all four years that will analyze research, interpersonal and writing skills, and knowledge attained through the positions held in the program. Portfolios will include personal reflections as well as formal peer and teacher evaluations of their performance in all leadership positions held. Lengthy advice and direction will be diligently scripted to positively affect the continuity of the program. Students write analytically scripting reports that illustrate personal and co-curricular events on our campus, regionally and at the state level (State level is reserved for those students who are selected to hold these positions by the Director of the program). Professionalism, a core to the program's curriculum, outlines critical thinking in the areas of planning

and researching for a future career along with gaining knowledge about finances and the job market.

* During interview skills, students demonstrate confidence and attentiveness, understand the importance of appropriate and professional appearance, practice preparing and asking valuable questions, and know how to research the desired position. Modeling governmental hierarchy students reach ever-higher levels of responsibility in the course by sitting before at least two panels a year where students are evaluated on the skills mentioned above. Students who believe that they are ready are not limited to only two panels a year. These interview skills are further tested when students sit before a mock interview for a position in career field that they have researched.

* Public speaking includes students practicing speaking clearly, holding a microphone at an appropriate distance while using a loud, clear voice, demonstration of style and enthusiasm, learning how to motivate an audience, demonstration of appropriate pacing and tempo, creating eye contact, and knowing the audience and purpose of whom they are speaking. Students are taught the in-depth skills of public speaking along with professional dress attire and critically assessed by the instructor on a specific topic researched and presented to an audience. Students are also required to give a minimum of one 15 min class per year on an aspect of leadership that was learned in the course. Accompanying this presentation is a basic level lesson plan where objectives are identified and how the objectives will be measured to determine if they were met. Students in their third and fourth year will be required to give orientations, serve as a moderator for awards ceremonies, brief students on responsibilities during leadership activities and events and during after-action reviews when the class evaluates.
* Crowd control will include students understanding the importance of providing a safe location for the number in attendance, creation of appropriate comments to encourage cooperation, knowledge of when and who to talk to for questions and assistance, how to plan ahead for potential problems, and the preparation of location and manpower. Students are required to complete procedure from paperwork including the detail description of items accomplished along with interacting with staff to make sure documents have been properly completed. This will happen most often during activities and events where participants must in-process.
* Conflict resolution includes students either solving the problem or leading those in conflict to the appropriate person, openly discussing problems and concerns being faced by the group or individuals, understanding the importance of coming to a solution in a variety of ways, and understanding the hierarchical nature of persons in charge.
* Creative thinking includes students creating ways to grab an audience's attention by evaluating the audience, participating in brainstorming ideas, and planning timely events suitable for a particular audience. Students use creative social media outlets to create coverage for a specific event that will be held at the high school. From there students will evaluate the uses of publicity to determine what works within our school culture.
* Through Evaluation, providing feedback in a constructive manner is essential, along with using appropriate positive and negative prompts to bring about constructive change. After each event the class is evaluated as a whole in teamwork. Then if the event or activities objectives were met. If so what should be sustained for the next time the event is conducted and if not what could have been done better. Both are annotated and kept for review for the following year so each class can improve on the previous year’s performance.
* Interpersonal skills include demonstration of teamwork and consensus building, showing knowledge of when to take each role treating others the way they wish to be treated, listen to a variety of points of view, use constructive criticism, communicate using "I" statements, using appropriate body language, taking on a task without being asked, establish and practice guidelines and rules, accept constructive criticism and acknowledge the strengths and accomplishments of others. Students will learn to use bearing and tact in situations or people that they don’t agree with.

2. Assignment – Monthly Progress and Major Event Planning Meetings

Students are required every month to hold a formal leadership and staff training meetings to cover topics of events, finances, and progress. Each student in the course is required to type up a formal report that encompass the following: Job Description (what was accomplished within the past month), standing committee work (what was completed within the past month of a committee that will exist all year long), special committee (what was done within the past month on a committee that is short term), a valid concern regarding the class and its effectiveness, a positive regarding a person's work ethic or class effort, and a change that the student would like to see within the program and/or classroom to improve our purpose. Within each section of the report, students are critically thinking about what they have accomplished and the level of success present within a period of time. Students involved in the program watch, review, and analyze Ted Talks that cover various topics illustrated by the units developed in the program. Students evaluate and write critically about the subject matter while evaluating the speakers themselves determining the positive and negatives to

public speaking and unit subject matter.

3. Units within the Applied Leadership Course that apply to this standard include: Your Future, Time Management, Conflict Resolution, Self-Image, Effective Communicator, Strong Work Ethic, Dependable (Resume, Cover Letters, Mock Interviews), Positive attitude, Leaving a legacy.

4. Application of the "G" Requirement

All elective courses must satisfy the following general criteria to meet the area “g” requirement:

1. Be academically challenging;

2. Involve substantial reading and writing;

3. Include problem-solving and laboratory work, as appropriate;

4. Show serious attention to analytical thinking, as well as factual content;

5. Develop students’ oral and listening skills; and

6. Incorporate learning to develop skills and cultivate interest in the academic enterprise.

**Service Learning Standard**

1. Service learning includes Presentation Skills, Community Service and Citizenship. *Assignment examples are embedded in the description of each course unit.*

* Presentation skills include the practice of organizing a presentation into a well thought-out development of ideas and designing a lesson that addresses the appropriate audience. Students practice this aspect when designing proposals for change to occur on their campus or delivering lessons, topics designed by the instructor, to the class. If order to be fully prepared, students must use research skills, interpersonal skills, and communicative skills to be successful.
* During Community Service, students are given an opportunity to have an understanding of what it is like to serve other people for the benefit of another. Students have had the ability to work with various different school and community groups developing the skills to give back to others. Students come to understand the effect serving their school or community has on others. Students have also worked on their own campus taking on beautification projects making their campus a welcoming environment.
* Through Citizenship, students have the experience of giving without receiving anything in return, have the compassion to other people's challenges, accepting people for who they are, and understanding differences. Students are required quarterly to complete community service hours where they help another person/group without being paid for that service.

2. Assignment - Service Learning Project

* Students will work in groups to develop a service project that will benefit others, their school, community or the world. Students will plan and implement the service project and follow through to learn of its value. They will write a media release to bring attention to their project. This will be an on going unit throughout the course.

3. Units within Leadership course that apply to this standard include:

* Time Management, Conflict Resolution, Effective Communicator, Strong Work Ethic, Team Oriented, Positive attitude, Leaving a legacy.

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**Government Standard**

1. This unit includes Government Hierarchy, Procedures, Elections, Organizations, and Effective Meetings. *Assignment examples are embedded in the description of each course unit.*

* Through Government hierarchy, students understand the importance of following chain of command, understand the importance of following procedures, take part in committees and understand how the smaller group contributes to the good of the while, and are familiar with the formation of a government consisting of representatives and appointed leaders.
* Through procedures, students understand the legal implications of not following procedures and the importance of rules and regulations and experience creating them. Cash box requests, budgets, and fundraising forms must be completed yearly/for each event.
* Through organizations, students are introduced to various student, school, parent, and community groups and their importance to the work of the whole school, and will have an understanding of the financial restrictions and guidelines of such organizations.
* During effective meetings, students will understand group dynamics, experience and obtain a working knowledge of Parliamentary Procedure, and understand the importance of accurate agendas and minutes for meetings. Parliamentary Procedure developed analytical thought through the process of professional report presentations and relating to the opinions and directives of other students involved.

2. Assignment - Formal Business Meeting

* Students participate in weekly debrief meetings where a full description of the status of an upcoming event is presented in front of the entire class. The goal is to practice public speaking skills, be attuned to the planning and status of the event, and to practice on the spot questions asked by the group.
* Students participate in monthly formal meetings where position leaders, committee leaders, and leaders and staff members speak about the status of their job and events. Students also discuss old business and new business (concerns raised monthly) along with financial budget reports and reimbursements that include motions as exhibited in parliamentary procedure.
* Students involved in the program will review and analyze the Associated Student Body Accounting Manual, Fraud Prevention Guide and Desk Reference.

3. Units within Leadership course that apply to this standard include:

Time Management, Conflict Resolution, Self-Image, Effective Communicator, Strong Work Ethic, Positive attitude, Leaving a legacy.

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**Business Standard**

1. The Business unit includes sections of Marketing, Finance Accounting, Advertising, Customer Service, Communication and Business law.

* Marketing includes practicing different advertising techniques, recognizing the correlation between price and unit sold, experimentation with different product displays to create optimal sales and selling a variety of items evaluating the better sellers. Finance Accounting includes creating and tracking a working budget, projection of income, understanding the concept of profit and loss, and ordering merchandise for sales and class use. Students will work closely with the Bookkeeper to evaluate budgets, costs, deposits, and more. Interpersonal and professional speaking skills are an absolute in this area.
* Advertising includes evaluating a target audience and how it affects sales, using a variety of ways to get their message out to the population, learning creative ways to make posters, making sure customers know all they need to know about the product or activity. Social Media is a form of advertising used within our campus.
* Customer Service includes students recognizing customer satisfaction is in the best interest of the group, discussion and practice ways of controlling a crowd in an appropriate manner, practicing ways to communicate with others effectively, and discussing and practicing communicating with the public so they are aware of the goings-on of the group.
* Communication includes the opportunity to utilize an assortment of written communications, and an opportunity to use various forms of oral communication. Refer back to the Communication Standard.
* Business Law includes understanding what items need to be taxed and which do not; understanding employment laws and minors, being exposed to Senate bills which might effect the activities students produce, and understand why monies are spent the way they are and the laws that dictate these procedures.

2. Assignment - Fundraising

Students are required to plan, organize and conduct multiple fundraisers within each class based on the five major activities held throughout the

year: not limited clothing sales, fundraising spaghetti dinner, cadet ball, etc. Students, along with their head advisor, must complete a fundraising form and turn it in for the necessary formal approval route. From there it is given to the supply and logistics officer to keep on file until the fundraiser is

complete. The students are required to take the data of funds raised, calculate the expenses of the event, and balance out the profit of the actual event. From there students must assess whether the fundraiser was productive and beneficial to their budget in order to be able to purchase items for future events. Students learn marketing techniques, accounting, communication, the importance of working within a budget for positive sale outcomes, and how all deposits are important for a working budget. Students involved in the program review and analyze the Associated Student Body Accounting Manual, Fraud Prevention Guide and Desk Reference.

3. Units within Applied Leadership Course that apply to this standard include:

Your Future, Time Management, Conflict Resolution, Self-Image, Effective Communicator, Strong Work Ethic, Dependable (Resume, Cover Letters, Mock Interviews), Team Oriented, Positive attitude, Leaving

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**Personal and Social Development Standard**

1. The unit on Personal and Social Development includes Group Dynamics, Goal Setting, Interpersonal Skills, and Self-Esteem/Self-Awareness.

* Group dynamics includes understanding different personality types and how they contribute to a group setting, realizing the importance of the diversity of others, having the opportunity to accept a leadership role in an activity and to serve as both leader and follower, enlist others in sharing a vision, celebrating accomplishments and contributions of others, and passing on authority when appropriate.
* Goal setting includes the creation of goals and objectives, setting and meeting timelines with periodic review, and the importance of prioritizing events.
* Interpersonal skills includes creating ways to grab attention and plan timely events suitable for a variety of audiences.
* Self-Esteem/Self-Awareness includes students improving the way they feel about themselves through various activities, group and individual work.

2. Assignment – Five Leadership Camps

* First year students attend a two-day overnight initial followership camp at the start of the school year that teaches tools that allow for this standard to be reached throughout the entire year. Second and third year students lead class discussions using the facilitative leadership structure allowing for discussion to occur in an efficient manner. Third and fourth year students will plan, organize and conduct this camp. Students learn to respect opinions and offer their own ideas to create activities, events, and change on their campus.
* Students participate in four other two-day leadership schools that focus on Staff Positions and Planning Events, Leadership at Different Levels (Direct, Strategic and Operational), Leadership Philosophy Seminar, and a Leadership Challenge where multiple schools are involved. These two-day courses scaffold upon each successive course demonstrating relevancy of the information and skills learned. These activities held throughout the year building on self-esteem, confidence, and interpersonal skills as well as provide for a realistic applied leadership laboratory. Most importantly it gives the most senior students in the class to use the knowledge, skills and experience learned from previous years to plan, organize and run these two-day courses while imparting what they have learned upon the young students.
* Students involved in the program watch, review, and analyze Ted Talks or district approved movies that cover various topics illustrated by the units developed in the program. Students evaluate and write critically about the subject matter while evaluating the speakers and characters determining the positive aspects of learning to speak publically, develop good character, embrace the benefits of teamwork, and the importance of understanding the psychology of leadership necessary to be an effective leader.

3. Students will read *The Seven Habits of Highly Effective Teens*. Through self-reflection students will determine how to best use the habits to become more effective and productive members of society.

4. Units within Leadership course that apply to this standard include:

Your Future, Time Management, Conflict Resolution, Self-Image, Effective Communicator, Strong Work Ethic, Positive attitude, Leaving a legacy.

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**Research Portfolio**

1. The year-long portfolio event focuses on the elements of research, analysis, critical thinking, self-evaluation, organization, and deadlines. Students will explore, interpret, and evaluate sources related to the topic of

leadership.

2. Assignment - The Portfolio

Students will spend the entire year working on a portfolio that requires multiple areas of mindful research and analytical behavior by theme, the dissection of famous quotes and their true meaning, setting goals both short term and long term, a written self-evaluative essay on their future career,

showcasing events held on campus throughout the year, developing thought provoking ideas about their own likes and dislikes, role models, community service, pride, internal reflection, and the effect of those around them both positive and negative.

3. Units within Leadership course that apply to this standard include:

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**Course Materials**

Textbooks:

The Seven Habits of Highly Effective Teens by Steven R. Covey

The One Minute Manager by Kenneth Blachard, Ph.D. and Spencer Johnson, Ph.D.

The Student Leadership Challenge by James Krouzes and Barry Posner

Manuals:

The Associated Student Body Accounting Manual, Fraud Prevention Guide and Desk Reference

California Association of Director of Activities Leadership and Student Activities Standards Manual

Army Leadership: Field Manual 6-21