



LEAD-501: STRATEGIC AND INCLUSIVE LEADERSHIP PRACTICES

Effective Term

Fall 2026

BOT Approval Date

03/20/2025

Discipline

LEAD - Leadership

Course Number

501

Course Title

Strategic and Inclusive Leadership Practices

Short Title

Strategic Inclusive Leadership

Credit Status (CB 04)

D - Credit - Degree applicable

Units

Lecture Units

3.00

Total Units

3.00

Hours

Lecture Contact Hours

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education

Distance Education Type

Both Fully Online and Hybrid Online

Fully Online Delivery Requirements:

a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course



b. Any planned face-to-face meetings, such as an orientation or study session, must be optional

c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times. ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Catalog Description

This course focuses on advanced topics in leadership and the application to the personal lives, and careers in education, private or public sector organizations. Topics will include, conflict resolution, mediation skills, talents and strengths, power and influence, diversity, leadership roles, ethics and leading teams. Students will develop and implement a plan to apply new skills and knowledge to an organization they belong to.

Codes

TOP Code (CB 03)

4930.72 - Leadership Skills Development

CIP Code

32.0105 - Job-Seeking/Changing Skills.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Minimum Qualifications

Minimum Qualifications	And/Or
Interdisciplinary Studies (Masters Required)	Or
Business (Masters Required)	Or
Business Education (Masters Required)	Or
Counseling (Masters Required)	Or
Education (Masters Required)	End

GE Information

Check GE Types Requested

AA/AS E - Lifelong Learning and Self-Development

Learning Objectives

Learning Objectives

Learning Objective

1. Analyze mediation stages and goals for resolving disputes as a leader.
2. Compare and contrast methods for motivating and empowering other individuals based on their talents and strengths .
3. Evaluate a variety of conflict resolution skills and propose a method to apply them to organizational conflict.
4. Justify the effectiveness of the “whole person” view of one’s own leadership with traditional leadership concepts and of each leadership concept.
5. Distinguish specific differences between the generations that make up today’s workforce giving considerations of the diversity of followers, gender, age, sexual orientation, differential ability and race.
6. Debate the benefits of mediation and the role of the mediator in organizational disputes .
7. Propose persuasive strategies, active listening techniques, and body language that will build an effective team.
8. Assess the talents and strengths that followers chose when they followed the most important leader in their life.
9. Predict the points of friction where one’s generational style or perspective is likely to conflict with those of another generation in the workplace.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. The student will identify strengths to build on one's area of greatest potential
2. The student will distinguish between different types of trust and employ techniques to develop a high trust culture within an organization.
3. The student will compare and contrast the “whole person” view of one’s own leadership particularly as it relates to dealing with employee of various racial and ethnic diversity.

Content

Course Lecture Content

1. Leadership Characteristics
 - a. Overview of leadership traits
 - b. Overview of leadership styles Defining own leadership traits and styles
2. Building Trust as a leader
 - a. Four Cores of Credibility
 - b. Extending and Restoring
 - c. Trust Principles of Organizational
 - d. Trust Principles of Market
 - e. Trust Principles of Societal Trust
3. Four Imperatives of Great Leaders Inspire
 - a. Trust Clarify Purpose
 - b. Align Systems Unleash Talent
4. Leading across Generations
 - a. Understanding generational differences
 - b. Traditionalists 1901-1943
 - c. Baby Boomers 1944- 1964 Gen Xers 1965-1981
 - d. Millennials 1982-2003
 - e. Generational Strengths
 - f. Events and influencing factors
 - g. Generational stereotypes
 - h. Resolving Points of Friction
 - i. Understanding generational differences of diversity and inclusion.
5. Conflict and Conflict Resolution

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- a. Understanding Conflict
 - b. The Basics Psychology of Conflict
 - c. Relationships in Conflict Communication
 - d. Issues Power Issues
 - e. Cultural Issues - Leadership of Culture, Ethics, and Diversity
 - f. Escalation and De-Escalation
 - g. Strategies Negotiation
 - h. When Negotiation Alone Doesn't work
 - i. Consideration of protected class status, gender, age, sexual orientation, race, ability.
6. Mediation for Leaders
 - a. Benefits of the mediation process
 - b. Stages of Mediation
 - c. Goals of Mediation process
 - d. Methods for facilitating as a mediator
 - e. Active listening and barriers to listening Outcome strategies
 7. Coaching Talent for Success
 - a. Establishing the coaching relationship
 - b. Building a successful coaching relationship
 - c. Strategies and tools
 - d. Understanding strengths
 - e. Building talents into strengths
 - f. Determining diversity issues leaders face
 8. Team Building and Leadership
 - a. Building support systems
 - b. Focus on strengths
 - c. Persuasive techniques and listening skills
 - d. New roles for team leaders: Coach, Facilitator, Conductor
 9. Assessing a Leadership Action Plan
 - a. Assessing your plan for leadership in the organization
 - b. Belong to (family, community, business, student government, etc.)
 - c. Looking for leadership opportunities
 - d. Developing your career as a leader
 10. A Holistic Approach to Leadership
 - a. Leading as a whole person
 - b. Taking care of yourself Achieving balance
 - c. Considerations of the diversity of followers, gender, age, sexual orientation, differential ability and race.

Methods of Instruction

Method

Activity

Integration

Assessment inventories such as Clifton Strengths Finder will be assigned and discussed to increase self-awareness of talents and strengths for successful coaching relationships. These inventories help students contextualize leadership considerations of the diversity of followers, gender, age, sexual orientation, differential ability and race.

DE Adaptations for MOI

Assessment inventories and instructor prepared class activities will be available via the course management system (CMS). Assessment inventories will be provided with weblinks and/or codes. Student and teacher interaction are required to monitor progress and comprehension via email and discussion boards within the CMS. Guided class activities with the assessments will be accomplished through pair and group activities using discussion boards, chat rooms, audio presentations, pictures, or animations presented in the CMS to increase understanding and self-awareness of talents and strengths. All activities will meet accessibility standards.

Method

Lecture

Integration

Lecture presentations will be used to assist students gain an understanding between the generations that make up today's workplace. Lecture presentations reinforce the need to recognize and consider the diversity of human backgrounds which require different approaches to leadership.

DE Adaptations for MOI

Lectures are available asynchronously within the course management system, CMS. Lectures are presented in various formats, including audio and video formats within the CMS. All lecture formats meet accessibility standards.

Method

Papers and Reports

Integration

Papers and reports will increase the students' analysis of his/her talents and how those talents can be developed into strengths through practice and skill development. These shall include discussions of the holistic approach to leadership emphasizing leading as a whole person,; taking care of yourself; achieving balance while considering the diversity of followers', gender, age, sexual orientation, differential ability and race.

DE Adaptations for MOI

Papers and reports are presented asynchronously in various formats with in course management system. Papers and reports may be in different formats, written, accessible audio or video format. All formats meet accessibility standards.

Method

Film/video Viewing and Discussion

Integration

Videos will be used to illustrate mediation techniques, leadership scenarios, and communication styles related to effective leadership.

DE Adaptations for MOI

Web-based accessible videos illustrating communication theory, listening techniques, and other topics related to mediation or trust building will be delivered via the course management system for student access. Students will communicate and reflect on contents using chat rooms and threaded discussions applications within the CMS. Additional technology software applications may be provided using slide presentation or other online applications within the course management system.

Methods of Evaluation**Method**

Class Participation

Integration

During class discussion groups, students will articulate their own talents and share ideas of how to strengthen and manage their talents as leaders. The essence of leadership is teamwork, so it's important for students to participate as a team in class. Discussions include topics of human diversity such as gender, age, sexual orientation, racial or religious gender differences as they affect leadership styles. Class participation is evaluated using rubric of self-reflection elements for each of the various discussions which take place in the course.

DE Adaptations for MOE

Class participation is required in distance learning formats. Group projects, oral presentations, and in-class discussions are presented within the course management system (CMS). Rubrics for each of the various kinds of class participation projects are presented in the CMS. Various applications within the CMS are used to enable students to participate in these activities. All applications meet accessibility standards. The instructor provides timely evaluation feedback via rubrics and grading tools found in the CMS.

Method

Portfolios

Integration

Portfolio/journal assignments are designed to help students gain a greater understanding of conflict management and mediation. They will be evaluated according to a rubric which asks them to describe recent situations while analyzing the use of their own empathic listening techniques, body language, and presence. Students will give feedback to each other through chat rooms or audio presentations.

DE Adaptations for MOE

Instructions for these portfolio/journal assignments are presented within the course management system (CMS). Rubrics for these assignments are presented in the CMS. Various applications within the CMS are used to enable students to submit these activities. Most of these assignments are submitted in written form within the CMS; however, other accessible applications will be accepted upon with the instructor. All various applications meet accessibility standards. The instructor provides timely evaluation feedback via rubrics and grading tools found in the CMS.

Method

Role-playing/Simulation

Integration

Simulation and role-playing on topics of leadership mediation are designed to measure student understanding of the stages and goals of the mediation process. The simulations are designed to help students contextualize conflict and conflict resolution with a particular emphasis on issues of culture, ethics, and diversity as it affects consideration of protected class status, gender, age, sexual orientation, race, ability. Students critique each other to reinforce positive responses with high-conflict personalities.

DE Adaptations for MOE

Roleplaying/simulations are required in distance learning formats. Instructions for these assignments are presented within the course management system (CMS). Rubrics for these assignments are presented in the CMS. Various applications within the CMS are used to enable students to submit these activities. Students may make accessible audio or audio-visual recordings of their presentations and/or use other asynchronous formats. All applications will meet accessibility standards. The instructor provides timely evaluation feedback via rubrics and grading tools found in the CMS.

Method

Papers

Integration

Written papers analyze behaviors of high trust leaders and leadership styles. The papers will incorporate the students' strengths and talents and will be evaluated by a rubric that consists of an analysis of situation, and a plan that will engage subordinates as a leader. Short papers are assigned that focus on style, methods, and effectiveness of prominent political, business, military, educational, sports, or religious leaders. Papers emphasize the consideration of protected class status, gender, age, sexual orientation, race, ability. Papers are evaluated by a rubric specially designed for the topic of specific paper assignments.

DE Adaptations for MOE

Papers are required in distance learning formats. Instructions for these assignments are presented within the course management system (CMS). Rubrics for these assignments are presented in the CMS. Various applications within the CMS are used to enable students to submit these activities. Papers are submitted in written form within the CMS. Paper submission shall meet accessibility standards. Evaluation of papers is made available to students in a timely manner.

Method

Exams/Tests

Integration

Examinations will be used to measure the student's mastery of course objectives. Examinations will be used to evaluate the students understand of the major topics of the course lecture content including issues of diversity topics such as gender, age, sexual orientation, racial or religious gender differences in leadership styles.

DE Adaptations for MOE

Examinations will be presented in the course management system using a variety of application designed for quizzes and examinations. Rubrics are designed for the evaluation of each examination. All examinations are presented in accessible formats. The instructor provides timely evaluation feedback via rubrics and grading tools found in the CMS.

Assignments**Assignment Type**

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

Evaluate and summarize at least three of the 13 behaviors of high-trust leaders. Thinking of a high-trust relationship describe which behaviors that a person does to build trust. As well, thinking of a low-trust relationship describe what that person does to lower their level of trust.

How assignment will be adapted in online format

A review of the 13 behaviors of high-trust leaders, is available via the course management system (CMS). All reading materials meet accessibility standards. Students submit their writing evaluation and summary asynchronously using the assignment submission format within the CMS. The instructor will provide a grading rubric for the written assignment. The instructor provides timely evaluation feedback via rubrics and grading tools found in the CMS.

Assignment Type

Reading

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Select from numerous current literature readings on leadership, articles that help you discover your own leadership talents. The articles selected should help guide you and allow you to evaluate your greatest opportunities for strength and success as a leader.

How assignment will be adapted in online format

Readings from current literature, will be available via the course management system (CMS). Students will communicate and reflect of reading materials asynchronously using threaded discussions (individual or group setting) within the CMS. The instructor will provide a grading rubric for the assignment and will provide grades using the appropriate evaluation tools within the CMS. All reading materials will meet accessibility standards. The instructor provides timely evaluation feedback via rubrics and grading tools found in the CMS.



Assignment Type

Other

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Participate in a small group exercises to develop the techniques of body language, listening behaviors, and tone to perform at your best in the team building process. In the group formulate and develop a response to a discussion topic. Participate in the discussion of your response with at least two of the other students within the group.

How assignment will be adapted in online format

Small group exercises topics will be presented within the course management system (CMS). Students will be assigned partners to participate in "selfie videos" to discuss selected topics. Each student will produce a minimum of three (3) short "selfie videos" including a video response to a discussion topic, and video responses to two of the other students within the group. Videos will be posted asynchronously in the appropriate discussion application within the CMS. The instructor will provide a grading rubric for the assignment. All videos will meet accessibility standards. The instructor provides timely evaluation feedback via rubrics and grading tools found in the CMS.

Assignment Type

Other

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Participate in a role-playing simulation to increase your understanding of successful applications of conflict resolution strategies in appropriate leadership scenarios especially as they impact conflict and conflict resolution dealing with protected class status such as, gender, age, sexual orientation, race, ability.

How assignment will be adapted in online format

Role playing/simulation presentations are presented in various formats with in course management system. Presentations are presented asynchronously and may be written, audio or video format. All formats meet accessibility standards. Role playing topics are presented within the course management system (CMS). Students will be assigned partners to participate in the role playing exercise to discuss selected topics. Each student will produce a role-playing responses to a discussion topic, with responses to at least two of the other students within the group. Role-playing discussion will be posted asynchronously in the appropriate discussion application within the CMS. The instructor will provide a grading rubric for the assignment. The instructor provides timely evaluation feedback via rubrics and grading tools found in the CMS. All reading materials will meet accessibility standards.

Assignment Type

Reading

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Read the article, "Mastering Trust: 5 Essential Traits of Trusted Leaders in the Workplace", <https://www.greatplacetowork.ca/en/articles/mastering-trust-5-essential-traits-of-trusted-leaders-in-the-workplace>. Students will provide a written summarization of the article with particular emphasis on these traits not only contribute to personal growth but also foster a high-trust workplace where employees of diverse backgrounds, gender, ages, ethnicity and sexual identity feel valued, respected, and included.

How assignment will be adapted in online format

The article, "Mastering Trust: 5 Essential Traits of Trusted Leaders in the Workplace", <https://www.greatplacetowork.ca/en/articles/mastering-trust-5-essential-traits-of-trusted-leaders-in-the-workplace> will be made available within the course management system (CMS). Students will provide a written summarization of the article in the appropriate submission application within the CMS. The instructor will provide a grading rubric for the written assignment. The instructor provides timely evaluation feedback via rubrics and grading tools found in the CMS.

Course Materials

Textbooks

The 9 Types of Leadership: Mastering the Art of People in the 21st Century Workplace, 2023, B. Chestnut, ISBN-10 1536696323.

Developing the Leader Within You 2.0 2018, Maxwell, John C., ISBN-13: 978-0-7180-7399-2, ISBN-10: 0-7180-7399-1, Thomas Nelson, Publishers

Other Resources

Harter, Jim and Buckingham, Marcus (2016). First, Break All the Rules: What the World's Greatest Managers Do Differently Simon and Schuster. ISBN: 13 9781595621115,

Rath, Tom (2009). Strengths Finder 2.0 Gallup Press. ISBN: 159562015X

Kouzes & Posner (2017). Leadership Challenge, 6th ed John Wiley & Sons. ISBN: 978-1-119-27896-2

Gladwell, Malcolm (2014). David and Goliath: Underdogs, Misfits, and the Art of Battling Giants Little Brown and Company. ISBN: 978-0-316-204364

Levine, Alison (2014). On the Edge: Leadership Lessons from Mount Everest and Other Extreme Environments Grand Central Publishing. ISBN: 978-1-4555-4487-5

"Mastering Trust: 5 Essential Traits of Trusted Leaders in the Workplace", <https://www.greatplacetowork.ca/en/articles/mastering-trust-5-essential-traits-of-trusted-leaders-in-the-workplace>.

Open Educational Resources

Drink, Swear, Steal, and Lie: Leadership in Four Easy Steps, Mark Whitman, 2018, <https://milneopentextbooks.org/drink-swear-steal-and-lie-leadership-in-four-easy-steps/>.

Building Leadership, <https://ctb.ku.edu/en/building-leadership>.

Orienting Ideas in Leadership, <https://ctb.ku.edu/en/table-of-contents/leadership/leadership-ideas>.

Class Size Information

Class Size

35

Class Size Category

B - Facilitated learning 35

Diversity and Inclusion

Course Design and Materials: Course will incorporate diverse perspectives, authors, and examples that reflect a variety of cultures, identities, and lived experiences. Instructional materials will be reviewed regularly to ensure representation, inclusivity, and alignment with equity-minded practices across disciplines.

Inclusive Learning Environment: Instructors will establish classroom norms and policies that promote respect, civil discourse, and belonging in both online and face-to-face classes. Clear expectations for communication and engagement will support a learning space where all students feel valued and heard.

Accessible Instruction: Course content will be delivered using accessible design. Materials will follow accessibility guidelines within the CMS, including captioned media, readable document formats, and multiple means of engagement to support diverse learning.

Equitable Teaching Practices: Instructors will use transparent and grading criteria, varied assessment methods, and timely feedback to promote fairness and student success. Opportunities for revision, reflection, and multiple demonstrations of learning may be incorporated when appropriate to the discipline.

Culturally Responsive Pedagogies: Instructional strategies will encourage critical thinking about diverse perspectives and systems of power relevant to the course content. Faculty will foster opportunities for students to connect course material to real-world contexts.

Ongoing Reflection and Improvement: Faculty will engage in continuous professional development related to IDEAA principles and reflect on course practices using metacognition to identify opportunities for increased equity, inclusion, and accessibility.

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

This course provides a broad framework in advanced leadership skills with a focus on how leaders interact with a wide variety of human diversity including gender, age, race ethnic origin, disability, sexual identity and other variations of humans' identification. Assignments invite students to explore leadership issues that affect marginalized communities both domestically and abroad. For example, students will consider how different leadership styles interact with a variety of cultural groups differ in their acceptance of leadership as well the extent to which they are impacted by leadership changes and have access to the resources necessary to confer resilience. Considerations of ethnic and cultural difference are considered and are integrated into the content and students are invited to explore the ways in which the effects of leaderships styles impact cultures and genders in diverse and unequal ways. Diversity and inclusion topics are found in both the Methods of Instruction and the Methods of Evaluation and are referenced in specific assignment topics.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

The course centers on advanced leadership issues. Students are exposed to a variety of leadership styles used throughout human history in diverse cultures, voices, and lived experiences. Instruction is focused on eliminating structural barriers to success by incorporating open educational resources and presenting a diverse array of media to connect with a spectrum of learning styles. In addition, students are expected to interact with one another in discussions focused on contemporary issues and to share their perspectives and personal experiences while adhering to norms of inclusivity. Students are encouraged to challenge normative expectations of what it means to engage with leadership science and are provided with the tools to be active in the leadership instructional endeavor regardless of their chosen major or career path.

Interactions

Explain how the course will incorporate student-to-student interaction.

Students will have frequent opportunities to interact with one another in online or in-person discussions focusing on leadership issues. These interactions will augment the other forms of content delivery employed in this course by exposing students to diverse perspectives held by members of their own communities. Students will be encouraged to develop and abide by norms of tolerance and inclusivity.

Explain how the course will incorporate instructor-to-student interaction.

Instructors will participate in and guide group discussions focusing on advanced leadership skills. In the distance education modality, these interactions may be either asynchronous, taking place in the discussion forum or via email communication, or synchronous, via video conferencing. For challenging assignments and projects, instructors will model metacognitive approaches, engaging with students to guide them through complex critical thinking processes. This may include demonstrations of leadership techniques, interpretation of various leadership approaches, or interactions with complex primary literature sources. Feedback will be provided either verbally, in writing, or in the course management system. Instructors will be available to answer questions and interact with students directly.

Explain how the course will incorporate student-to-content interaction.

Students will be provided with a variety of accessible forms of media for related to leadership content delivery. These may include written narratives, journal articles, textbook materials, videos, or verbal lectures. A diverse array of approaches will be employed to accommodate a spectrum of learning styles. For the online modality, these materials will be posted in an accessible format in the course management system, with the lecture component being recorded and captioned. Students will work towards concept mastery through formative assessments, engage in deeper more reflective work through critical writing assignments, and will assess their

assimilation of the content through summative assignments. Students will engage with content in active ways, bringing their schema to bear with reading assignments, mining data for meaning, and providing feedback to enhance relevance and relatability.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Students will engage in critical thinking activities that require them to explore a variety of leadership issues that directly affect their lives. They will be encouraged to critically assess their ethical stance on contemporary leadership concerns. Students will have the opportunity to reflect on any discordance between their subjective worldview and their understanding of objective science. Students will consider their own relationship to the leadership styles and through a variety of analysis projects explore differences in the ways people around the world interact with their leaders. Through reflection, students will be immersed in the global context of leadership topics presented in the course.

Key: 1974