Course Syllabus
Leadership

March – July 2025

Cycle VII

Teacher

Ps.Britta Sabine Baethte Talledo, Msc

I. General Information regarding the course

Name	LEADERSHIP		
Requisites:	Psicodinámica de las Organizaciones Cultura y Clima Organizacional y Corporativa	Code:	0875
Precedent:	-	Semester:	2025-1
Credits:	3	Cyclel:	VII
Hours per week:	3 hours	Course Mode:	Precence
Careers	Organizational Psychology and Consumer Psychology	Course coordinator:	Varinia Bustos vbustos@esan.edu.pe

II. Summary

This course is both theoretical and practical. It presents different theoretical approaches to leadership and leadership styles. It also offers strategies for students to develop leadership through peer and self-evaluation exercises that promote these abilities.

We will think critically about effective leadership, the traits and ethics that should accompany it, the motivation that guides leaders, and how they influence others to utilize power and promote change.

III. Course Objetives

The course is theoretical and practical and has two objectives:
- First, it seeks to analyze the historical relevance of leadership as a concept for understanding theoretical perspectives and their evolution. By the end of the course, the student should be able to understand the links between leadership and current developments in people management and human behavior in organizations and identify the primary management abilities related to leadership in organizations.
- Second, it aspires to help the participants develop their leadership abilities by assessing and monitoring the evolution of their leadership competencies during the course through teamwork and with the help of their teammates.

IV. Learning Outcomes

Concerning the first objective, by the end of the course, the student should be able to:

- Identify and explain the leadership concept.
- Distinguish the core elements that influence organizational leadership to optimize control and direction in management.
- Identify different leadership theories and understand their practical application in organizations.
- Explain different leadership styles and their effect on motivation and engagement.
- Analyze and describe the importance of power relationships, culture, and diversity in leadership situations and their impact on organizational behavior and achievement.
- Identify the leader as a key organizational figure and analyze their leadership style.
- Identify the key competencies necessary for leadership development.

- Determine their strengths and areas of improvement regarding these critical competencies, drawing up a Personal Plan for Improvement.
- Work effectively in teams, contributing to achieving the team's objectives.

V.   Metodology

This course offers a teaching perspective based on the combination of activities that promote knowledge transfer through exposure to theory and practice. This invites students to act independently and creatively based on a solid professional motivation that allows them to persevere in seeking solutions. Learning sessions combine professor and students' presentations with class activities and IT tools such as group dynamics, case analysis, discussions, and virtual games, so students' active participation is expected.

Therefore, reading the chapters of the textbooks and the supplementary materials selected are mandatory and must be completed by students on schedule.

VI.   Evaluation

The evaluation system is permanent and comprehensive. The course grade is obtained by averaging the ongoing assessment or PEP (70%), and the final exam (30%)

The final average (PF) is obtained as follows:

$$PF = (0.70 \ X \ PEP) + (0.30 \ X \ EF)$$

Where:

PF   = Promedio Final (Course Final Grade)
PEP = Promedio de evaluación permanente y (Ongoing Assessment Grade)
EF   = Examen Final (Final Exam grade)

Ongoing assessment is the weighted average of the corresponding activities to track students' learning process: reading controls, presentations, case analyses, and a final group project. The weights within the ongoing assessment are described in the following table:

ONGOING ASSESSMENT (PEP) 70%		
ACTIVITY	**Description**	**weight %**
Entry Assessment	Self-Assessment diagnosis – Not Graded	0
Reading Control.	6 reading controls*	20%
Case Analysis	2 indiviual cases,1 team case analysis	25%
Presentations	6 Team oral presentations	25%
Final Project	Final Team Group Project	25%
Participation	Class attendance and Participation	5%
TOTAL PEP		100%

*Six reading Controls will be delivered individually. The Reading Control with the lowest grade will be eliminated, so only five will be considered for the final score.

** Teams will prepare their presentations according to the instructions on the first day of class. At the end of the course, the team must send the document on an EDITABLE template to obtain the teacher´s feedback. Each team will evaluate the participation of its members in each presentation that they will have. The final grade for each presentation is obtained from the teacher's rubric (85%) and team assessment (15%)

*** Students will receive written instructions and due dates for these activities. They must comply with the due dates. Otherwise, the students will have a grade of "0" on these projects.

VII. Content

WEEK	CONTENT	ACTIVITIES / EVALUATIONS
UNIT 1: LEADERSHIP AS A CONCEPT, LEADERSHIP THEORIES LEARNING OUTCOMES: Gain a clear idea of the contents, scope, and dynamics of the course and what is required of the students. Identify the Leadership Concept, its definitions, and the main Leadership Theory Paradigms		
1° March 17th -22nd	**THE LEADERSHIP CONCEPT** 1.1 What is "Leadership"? 1.2 Who is a Leader? 1.3 Are Leaders born or made? 1.4 Levels of analysis of Leadership 1.5 Leadership Theory Paradigms 1.6 Leader´s Roles **Reading:** Lussier, R., &Achua, C. (2016) Leadership: theory application and skill development, 6th Edition, SOUTH-WESTERN CENGAGE- Learning Chapter 1	Teacher's presentation: Objectives, methodology, activities, and evaluation. Review of the syllabus, explanation of activities, and special projects. Formation of teams and drawing up of "team norms."
UNIT II: TEAMS AND TEAMWORK AS AN ESSENTIAL ELEMENT OF LEADERSHIP **LEARNING OUTCOME:** Identify the essential elements of effective teamwork and how to apply them inside and outside the classroom to achieve team objectives.		
2° March 24th- 29th	**TEAMS AND TEAMWORK** 2.1 What is a team? 2.2 Teamwork and Team Leadership 2.3. Importance of Teamwork in Organizations 2.4. Stages of Group Development 2.5. Advantages and Disadvantages of Teamwork 2.6. Characteristics of Effective Teams 2.7 Types of Teams **Obligatory Reading:** **Text:** Lussier, R., &Achua, C. (2016) Leadership: theory, application and skill development,6th Edition, SOUTH-WESTERN CENGAGE- Learning Chapter 8 pp. 268-301 **Text and Article**: **Read the following text and article for Reading Control #1** **Text:** Robbins, S. and Judge, T., (2023) "Organizational Behavior," Global Edition 19th Edition, Pearson Education, Inc., publishing by Prentice-Hall, Chapter 10, pp 332-344 **Article** How to lead talent in a hybrid work team Beyond Team (10 December 2024) **Article 2** https://www.teamwork.com/blog/the-5-stages-of-team-development-what-you-need-to-know/	**Reading Control #1** Teacher Presentation: All points **Activity**: Decision Making in Teams
UNIT III: LEADERSHIP TRAITS AND ETHICS **LEARNING OUTCOME:** Identify the principal personality traits attributed to effective leaders and understand the importance of ethics in leadership		
3°	**LEADERSHIP TRAITS** 3. Personality Traits and Attitudes of Leaders	Teacher's presentation:

March 31st -April 5th	3.1 The Big Five and other leader traits
	3.2 Achievement motivation and Leader Motive Profile
	3.3. Leadership attitudes:
	      3.3.1. Theory X and Theory Y
	      3.3.2. The Pygmalion effect:
	      3.3.3. Self-concept
	3.4. Ethical Leadership
	      3.4.1 Personality Traits and Attitudes and Moral Development:
	      3.4.2. How people justify unethical behavior
	3.4.3. Being an Ethical leader
		Leadership Traits and Attitudes
		
		Video: Ethical Leadership: Best Practices
		
		Discussion

	Obligatory Reading: **Text** Lussier, R., &Achua, C. (2016) Leadership: theory, application and skill development, 6th edition, SOUTH-WESTERN CENGAGE- Learning Chapter 2 pp 31 – 59	

UNIT IV: LEADERSHIP BEHAVIOR AND MOTIVATION
LEARNING OUTCOMES:
- Analyze how a leader's behavior influences motivation
- Identify the major motivation theories, their virtues, and their limitations.

4°
 	
April 07th - 12th
	4. Leadership styles and Behavior:
	4.1. University of Iowa
	4.2. University of Michigan
	4.3. Ohio State University
	4.4. Blake-Mouton Leadership Grid
	4.5 The 3 classes of Motivation Theories:
	    4.5.1 Content: Maslow's Hierarchy of Needs and Herzberg's 2 Factor
	    4.5.2. Process motivation theories: Equity, Expectancy, and Goal Setting
	    4.5.3. Reinforcement Theory
	4.6 Contingency Theories
	    4.6.1 Fiedler Model
	    4.6.2 Situational Leadership Model
		Teacher´s introduction
		
		Teams' presentations:
		- Points 4.1, 4.2, 4.3, and 4.4
		- Point: 4.5.1
		- Point: 4.5.2
		- Point: 4.5.3
		
		Teacher´s presentation:
		- 4.6

	Obligatory Reading **Text:** Lussier, R., &Achua, C. (2016) Leadership: theory, application and skill development, 6th edition, SOUTH-WESTERN CENGAGE- Learning Chapter 3 pp 68-105	Discussion

UNIT V: POWER AND POLITICS.
LEARNING OUTCOMES:
- Identify the dynamics of power in the organization: sources, types, and how leaders use power
- Develop some important personal "power tactics."

5°
 	
April 14th - 19th
	5. Power and Leadership
	5.1. Sources of Power
	5.2. Types of Power
	5.3. Power Tactics
	5.3. The Nature of Organizational Politics: How Power affects people and how they respond.
	5.4. Guidelines for Developing Political Skills:
	    5.4.1. Networking
	    5.4.2. Negotiating
	    5.4.3. Self-promotion
	5.5. The problem of "Sexual Harassment"
		Reading Control # 2
		
		Teacher Presentation: **Unit 5**
		
		Discussion and Teamwork on "1-minute Self Sell"

	Text – 2: Robbins, S. and Judge, T., (2023) "Organizational Behavior," Global Edition 19th Edition, Pearson Education, Inc., publishing by Prentice-Hall, Chapter 13, pp 438 – 474 **Article**: **Read the following articles for Reading Control #2** • Gbolahan, K (2016) The Effects of Power and Politics in Modern Organizations and its Impact on Workers' Productivity. International Journal of Academic Research in Business and Social Sciences 2016, Vol. 6, No. 11 ISSN: 2222-6990 • Sorid, Daniel (2009) The Authority That's Not on Any Chart	

UNIT VI: LEADER FOLLOWER RELATIONS AND TEAMS
- Analyze the dyadic nature of Leader-Follower relations.
- Identify the different types of followers and the importance of learning to be a good follower to become a good leader.

6° April 21th- 26th	6. Leader-Follower Relations 6.1 Evolution of the Dyadic Theory: From Vertical to Leader-Member Exchange Theory. 6.2 Leader-Member Exchange Theory and Factors that influence LMX relationship 6.3 Followership: Types of Followers and the dual role of being a Leader and a Follower 6.4 How to become and Effective Follower: Guidelines 6.5 Factors that can Enhance Follower influence	**Reading Control # 3:** **Teams Presentations:** • Point: 6.1, 6.2 • Point: 6.3, • Points: 6.4, 6.5
	Text: Lussier, R., &Achua, C. (2016) Leadership: theory, application and skill development, 6th Edition, SOUTH-WESTERN CENGAGE- Learning Chapter 7 pp 230- 248 **Read these articles for Reading Control #3** Shulan, G (April 2018), "The Review of Implicit Followership Theories (IFTs)", SCIENTIFIC RESEARCH – An Academic Publisher PSYCH> Vol.9 No.4,https://www.scirp.org/journal/ PaperInformation.aspx?PaperID=83746, retrieved March 13, 2019 Suda, L. (2013). In praise of followers. Paper presented at PMI® Global Congress 2013—North America, New Orleans, LA. Newtown Square, PA: Project Management Institute.	

UNIT VII: LEADERSHIP OF CULTURE, ETHICS AND DIVERSITY
LEARNING OUTCOMES:
- Analyze the importance of "culture" as a system of beliefs and values that leaders must help create and manage to achieve organizational goals.
- Identify different "cultural types" in organizations and societies.
- Analyze the importance of cultural diversity and the implications involved in leading diverse organizations.

7° April 28th - May 3rd	7. Leadership of Culture, Ethics, and Diversity 7.1 Creation and Sustainability: The power of culture 7.2 Low and High-Performance cultures 7.3 Value-Based Leadership 7.4 Cultural Value Types 7.5 National Culture Identities – Hofstede's Dimensions and Globe Framework 7.6 Managing Diversity: Changing Demographics **Obligatory Reading:**	**Teams Presentations**: • Point: 7.2 + 7.3 • Point: 7.4 • Point: 7.5

	Text: Lussier, R., &Achua, C. (2016) Leadership: theory, application and skill development, 6th Edition, SOUTH-WESTERN CENGAGE- Learning Chapter 10 pp 357-390 **Text – 2:** Robbins, S. and Judge, T., (2023) "Organizational Behavior," Global Edition 19th Edition, Pearson Education, Inc., publishing by Prentice-Hall, Chapter 2 and 16, pp 95-97; 549-573	Teacher Presentation: Points 7.1 and 7.6 Watch scenes from the movie "42 The Jacky Robinson Story" and comment **Case Analysis #1**:
**UNIT VIII: ORGANIZATIONAL LEADERSHIP: CHARISMATIC, TRANSFORMATIONAL LEADERS AND STEWARDSHIP** **LEARNING OUTCOMES:** • Identify the characteristics and distinguishing behaviors of charismatic and transformational leaders and how they differ from transactional leaders. Identify the characteristics of "Stewardship" as a form of Leadership and the characteristics of "Servant Leaders".

8° May 05th - 10th	.1 Charismatic Leadership: Weber´s Concept 8.2 Locus of Charismatic and the effects on followers: How to acquire charismatic qualities. 8.3 Charisma as a double-edged sword 8.4 Transformational Leadership: Transformational vs Transactional 8.5The transformation process 8.6 Charismatic and Transformational Leadership**:** The qualities of effective charismatic and Transformational leaders 8.7 Behaviors of Charismatic and transformational leaders: The 4- "I" 8.8 Charismatic and Transformational: The difference 8.9 Stewardship and Servant Leadership	**Reading Control #4:** **Teams' presentations:** • Point: 8.1, 8.2, 8.3 • Point: 8.4, 8.5, 8.6, • Point: 8.7, 8.8, 8.9
	Obligatory Reading: **Text:** Lussier, R., &Achua, C. (2016) Leadership: theory, application and skill development, 6th Edition, SOUTH-WESTERN CENGAGE- Learning Chapter 9 pp 319-345 **Read the following reading for Reading Control #4**: 1. What is Charismatic Leadership? Leading Through Personal Conviction" (2018, May 8), St Thomas University Online, https://online.stu.edu/articles/education/what-is-charismatic-leadership.aspx, Retrieved February 15, 2019 2. Clarke, S. (2016, April 8), "Is There a Dark Side to Charismatic Leadership?", Leadernomics. com,https://leaderonomics.com/leadership/dark-side-charismatic-leadership, retrieved March 2, 2018 3. "Why Is the Most Charismatic Leadership Also the Most Dangerous One?" (2018, January 13), Mindvalleyblog, https://blog.mindvalley.com/charismatic-leadership/?utm_source=google, retrieved March 4, 2018	Video and discussion: "I have a dream" MLK Discussion: How Charismatic are today´s Leaders?
**UNIT IX: STRATEGIC LEADERSHIP AND OUTWARD – INWARD ANALYSIS** **LEARNING OUTCOME:** Identify the term "strategy" within an organizational context and understand how a strategy is formulated by doing a SWOT, Core and Key competencies Analysis
9° May 12th - 17th	9. Strategic Leadership 9.1. What is a strategy? 9.2. The strategic management process: analyzing the environment and the internal situation of the organization (SWOT Analysis) formulating the vision and mission, setting goals	Teacher Presentation All Points

	9.3 Strategy formulation and core competencies 9.4 The Leader's role in defining and maintaining the "core competencies" of the organization 9.5 "Key" versus "Core" Competencies 9.6 What is a "key" competency? 9.7 How to derive a "Key Competency" from a "Core Competency for a specific position.	Distribution of Small Business Cases to Teams Case Analysis to work in class and present next week **Case Analysis # 2** Formulation of SWOT Analysis of a case assigned for presentation in the next class
	Obligatory Readings **Text:** Lussier, R., &Achua, C. (2016). Leadership: theory, application, and skill development. 6th edition, SOUTH-WESTERN CENGAGE- Learning. Chapter 11 pp 395-419 Shaw, J. (2017, Jan 13), "How to Complete a Personal SWOT Analysis," Thrive Global, https://thriveglobal.com/, retrieved December 5, 2018 **Article**: **Read the following articles for Reading Control #4** 1. Ward, S. (2018, November 4), "Core Competencies in Business: Small Businesses Can Have Core Competencies Too," Thebalancesmb.com /https://www.thebalancesmb.com/core-competency-in-business-2948314, retrieved December 3, 2018. 2. "Core Competencies, Why They Matter" (No date), Rhythmsystems. com,https://www.rhythmsystems.com/defining-core-competencies, retrieved December 5, 2018	
**UNIT X: STRATEGIC LEADERSHIP AND CHANGE MANAGEMENT** **LEARNING OUTCOMES:** • Distinguish the difference between strategic leadership and strategic management. • Analyze the "change process" within an organization and understand the importance of leadership in the change management process.	
10° May 19th – 24th	Strategic Leadership 10.1 Why strategies fail 10.2 Leading Organizational change 10.2.1. The need 10.2.2. The role of Leadership 10.2.3. The change management Process 10.2.4. Why People Resist Change 10.2.5. Strategies for minimizing resistance	Teacher´s presentation: Points 10.1 to 10.2 **Reading Control #5:**
	Obligatory Reading: **Text:** Lussier, R., &Achua, C. (2010) Leadership: theory, application and skill development, 4th edition, SOUTH-WESTERN CENGAGE- Learning Chapter 11 pp 417 to 442 **Read the following articles for Reading Control #5:** Francis-Nurse, C. (2007, October 30), "Managing Change, The Leadership Challenge", BATimes.com /www.BATimes.com, http://www.batimes.com/articles/managing-change-the-leadership-challenge.html, Retrieved April 23, 2016 Strebel, P (1996) Why do employees resist change. HBR https://hbr.org/1996/05/why-do-employees-resist-change	**Teams' presentations**: • Point: 10.2.1 to 10.2.5
**XI. THE IMPORTANCE OF EMOTIONAL INTELLIGENCE IN LEADERSHIP**	

LEARNING OUTCOMES:		
• Identify how the elements of emotional intelligence support effective leadership attitudes and behavior. Analyze how the leader's mood affects followers and the importance of "mood regulation in organizational effectiveness		
11° May 26th-31st	11. What is "emotional intelligence"? 11.1 Elements of EI 11.2 How these elements impact leadership 11.3 The importance of a leader's mood in an organization 11.4 "Six emotional leadership styles": what they are, when to use, and when not to use each one.	Teams Presentations • Article 1 • Article 2 • Article 3 Discussion **Case Analysis #3:**
	Obligatory Reading: **Text.** Robbins & Judge (2015) Organizational Behavior, 15th ed. Pearson Chapter 4 pp 97-124 **Articles:** Read the one assigned to your team 1. Goleman, D. (1998) "What Makes a Leader?", Harvard Business Review, November - December issue 1998. 2. Goleman, D., Boyatzis, R., Mckee, A. (2001) "Primal leadership. The hidden driver of great performance.", Harvard Business Review, December issue, 2001 3. Leadership Styles – Daniel Goleman et al /Leadership-Styles-V1.pdf, retrieved February 20, 2019	

UNIT XII. A & B: DEVELOPING LEADERSHIP SKILLS – SELF MANAGEMENT AND COMMUNICATION

LEARNING OUTCOMES:		
• Gain awareness of the need-to-know one's strengths, desires, and limitations to build a Life and Career Plan • Identify the elements of Supportive Communication and how to use them.		
12° June 02nd - 07 th	12. A. Developing Oneself 12. A. 1. Self-Leadership 12. A. 2. Career Development 12. A. 3. Personal Philosophy of Life 12. A. 4. Employability skills 12. B. Supportive Communication 12. B. 1. Building relationships by communicating supportively 12. B. 2. The 8 Principles of Supportive Communication	Teacher Presentation. 12.A all Video and discussion: "Sam Burns- A Very Happy Life" **Teams Presentations**: Principle 1,2,3 & 4 Principles 5,6,7 & 8 **Role Play:** Constructing Dialogues based on principles of Supportive Communication
	Obligatory Reading: **Text:** Whetten, D. & Cameron, K. (2011). Developing Management Skills, 8th Edition, New Jersey: Prentice-Hall. Ch. 4 PP. 238 – 260	

UNIT XII. C & D: DEVELOPING LEADERSHIP SKILLS – CONFLICT MANAGEMENT AND EMPOWERING

LEARNING OUTCOMES:		
• Identify the sources of conflict, the types of conflict, and a method of negotiating to reach "win-win" solutions • Analyze the nature and benefits of "empowerment", its dimensions, and how to support them		
13° June 9th-14th	12. C. Managing Conflict 12. C. 1. Identifying "type" of conflict according to focus 12. C. 2. Sources of conflict 12. C. 3. The 5 conflict management styles 12. C. 4. Collaborative conflict resolution:	**Reading Control #6** Teacher´s Presentation: Conflict and Conflict Management

	Negotiation Process 12. D. Empowerment 12. D. 1. The 5 dimensions of empowerment 12. D. 2. How to develop Empowerment: Ways of supporting the dimensions 12. D. 3. Inhibitors to empowerment	Group Dynamic: "The Prisoners' Dilemma" **Team Presentations**: Point: 12. D. 1 Point: 12. D. 2 Point: 12. D. 3 Discussion

	Obligatory Reading:
	Text:
	1. Lussier, R., &Achua, C. (2016) Leadership: theory, application and skill development, 6th Edition, SOUTH-WESTERN CENGAGE- Learning
	   Chapter 6 pp 200-226
	
	2. Whetten, D. & Cameron, K. (2011). Developing Management Skills, 8th Edition, New Jersey: Prentice-Hall.
	   Chapter 8.pp. 443-463
	
	Article for Reading Control 6
	
	Managing Conflict in the Workplace. The Project Management Institute Project Management Handbook, Ed: Jeffrey Pinto. 1998 isbn 0-7879-4013-https://www.shrm.org/resourcesandtools/tools-and-samples/toolkits/pages/managingworkplaceconflict.aspx	

UNIT XII. E & F: DEVELOPING LEADERSHIP SKILLS – DELEGATING AND MANAGING STRESS
LEARNING OUTCOMES:
- Identify the importance of delegating and how to do it to optimize leadership results.
- Gain an understanding of the phenomenon of "workplace stress", how to recognize its symptoms, and what can be done to minimize its effects.

14° June 16th-21st	12. E. Delegation: What is it? Why is it important? 12. E. 1. Delegating Work 12. E. 2 Barriers to delegation: why People Don´t delegate? 12. E. 3. The 5 levels of effective delegation 12. F. Stress Management 12. F. 1. Sources of Workplace Stress 12. F. 2. Ways for working people to manage stress 12. F. 3. What employers can do to reduce/alleviate workplace stress	Teacher´s presentation: Introduction **Team presentations** - Text Point – 12.E.1 - Article 1 Point – 12.E.2 - Article 2 Point – 12.E.3
	Reading: Text: Lussier, R., &Achua, C. (2016) Leadership: theory, application and skill development, 6th Edition, SOUTH-WESTERN CENGAGE- Learning Chapter 7 249-254 **Text for Delegation** Whetten, D. & Cameron, K. (2011). Developing Management Skills, 8th Edition, New Jersey: Prentice-Hall. Chapter 8.pp 463-473 **Articles "Delegation": Read the one assigned to your team** 1. Economy, P. (2014, December 19), "Five Levels of Remarkably Effective Delegation", Inc.com, https://www.inc.com/peter-economy/5-levels-of-remarkably-effective-delegation.html, Retrieved February 16, 2019 2. Tanner, R. (2018, May 12), "Five Common Barriers to effective Delegation", https://managementisajourney.comhttps://managementisajourney.com/five-common-human-barriers-to-effective-delegation/,retrieved February 17, 2019	Teacher´s presentation

REVIEW OF ALL OF THE CONCEPTS PRESENTED

LEARNING OUTCOME: Consolidation of all of the concepts covered in class through the presentation of the Final Team Project and the final case analysis		
15° June 23rd – June 28th	FINAL REVIEW: Analysis of a Leader: traits, attitudes, motivational style, strategic capacity, Emotional Intelligence, Change management, Communication Delegation	Presentations of Final Team Project & Review
	Reading: Text: Lussier, R., &Achua, C. (2016) Leadership: theory, application and skill development, 6th Edition, SOUTH-WESTERN CENGAGE- Learning Review relevant chapters and pages	
16° June 30th - July 05th	**FINALS**	

VIII.   REFERENCES

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IX. TEACHER

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