

COURSE OUTLINE **The Emerging Leader**

Course Description: LS 160. The Emerging Leader. 3 hours credit. This course will enable the student to understand concepts and develop skills in leadership with an emphasis on application in a team setting. The student will practice leadership skills and self-reflection in preparation for leadership positions. The course is experiential and self-exploratory; the student will assess past and present leadership experiences and identify possible future leadership practices.

Course Relevance: The concepts learned in this course give the student skills that will enhance her/his ability to function as an effective leader in society.

Required Materials:

Textbooks: Kouzes, J. M. and Posner, B. Z. (2003). *The leadership challenge workbook*. San Francisco, CA: Jossey-Bass.

Kouzes, J. M. (1998). *Student leadership practices inventory*. San Francisco, CA: Jossey-Bass.

Learning Outcomes:

The intention is for the student to be able to:

1. Understand the basic components of leadership and change processes
2. Think critically, make decisions, and solve problems
3. Understand interpersonal and group behavior within organizations

Primary Learning PACT Skills that will be DEVELOPED and/or documented in this course:

Through the student involvement in this course, he/she will develop his/her ability in the following primary PACT skill areas:

1. Self-Concept
 - Through activities conducted in class, the student will be able to reflect on and recognize his/her own views and perceptions of leaders and the leadership process.
2. Leadership
 - Through written assignments and other activities conducted in class, the student will recognize the importance leadership plays in groups, organizations, communities, and societies.
 - Through a variety of in-class activities, readings, Grizzly Adventure Challenge course experience, and a service learning project, the student will be able to recognize, identify and explain the key concepts, elements and purposes of the leadership process.

Secondary skills (developed but not documented):

- Reading
- Coping with change
- Ethical conduct
- Critical thinking

Major Summative Assessment Task(s):

These learning outcomes and the primary Learning PACT skills will be demonstrated by:

1. Reflection and self-assessment through journal writing
2. Completion of a team assignment on a community service project – paper and presentation
3. Preparation of a personal best leadership paper

Course Content:

- I. Themes – Key recurring concepts that run throughout this course:
 - A. Collaboration within a team setting to solve basic organizational problems using effective personal and leadership practices
 - B. Concept of change and how it is essential to the process of leadership
 - C. Self-understanding and reflection
- II. Issues – Key issues that will be addressed in this course: areas of conflict that must be understood in order to achieve the intended outcome:
 - A. Change process, innovation and stress
 - B. Communication
 - C. Teamwork
 - D. Leadership processes
- III. Concepts – Key concepts that must be understood to address the issues:
 - A. Leadership theory
 - B. Self-evaluation and introspection
 - C. Critical thinking
 - D. Problem solving
 - E. Collaboration
 - F. Human resistance to change
- IV. Skills/Competencies – Actions that are essential to achieve the course outcomes:
 - A. Apply leadership models to real world situations
 - B. Apply oral, written, and listening skills
 - C. Develop computer literacy
 - D. Develop analytical thinking
 - E. Ability to compare and contrast leadership theories
 - F. Understand key terms
 - G. Apply leadership concepts
 - H. Work within a team environment to successfully set and achieve goals
 - I. Engage in self-assessment and reflection skills

Learning Units:

- I. Understanding leaders and their skills
- II. Developing personal leadership skills

- III. Understanding Kouzes-Posner leadership model
- IV. Aligning actions with shared values
- V. Inspiring a shared visioning process
- VI. Challenging the process through innovation
- VII. Enabling others to act
- VIII. Celebrating values and victories

Learning Activities:

Independent and collaborative activities will be assigned within and outside the classroom to assist the student to achieve the intended learning outcomes. Class discussions, lecture, group study, student journal, challenge course, field trips, library research, various audio/visual aids, case studies, service-learning project, guest speakers, and student presentations will also contribute to the learning process.

Grade Determination:

The student will be graded on satisfactory completion of assessment tasks, research papers, tests, daily work, team exercise, class participation, attendance, out-of-class assignments and other methods of evaluation at the discretion of the instructor.