

## **COURSE OUTLINE**

### **Leadership Development**

#### **Course Description**

LS230. Leadership Development. 3 hours credit. Prerequisites: The student must have accumulated 24 or more college hours (or enter by instructor consent). This course will enable the student to appraise the philosophical concepts and arguments in 21<sup>st</sup> century leadership venues. The student will develop a personal leadership philosophy, address moral and ethical responsibility of leadership and determine his/her own style of leadership. This course integrates readings from the humanities, classic works of literature, contemporary multicultural writing and experiential learning exercises with readings and discussion of traditional leadership theories. The student should possess good reading, writing and verbal skills.

#### **Course Relevance**

The concepts learned in this course will influence the development of the student's personal leadership philosophy and strengthen his/her leadership skills which can then be applied to his/her community or organization.

#### **Required Materials**

LS 230 Textbook:

Phi Theta Kappa, Inc. (2001). *The Phi Theta Kappa leadership development program*. (3<sup>rd</sup> edition). Jackson, MS: Phi Theta Kappa.

#### **Learning Outcomes**

The intention is for the student to be able to

1. Develop a personal leadership philosophy by applying historical and contemporary literature
2. Synthesize positive and negative leadership characteristics that can guide personal conduct and thought

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

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

1. Leadership
  - Through readings, written assignments, and class discussions the student will recognize the characteristics of leadership.
2. Critical Thinking
  - Through historical and contemporary readings and discussion the student will examine the views of various leaders and analyze those views comparing and

contrasting them with each other. The student will then apply the leadership principles to his/her own leadership philosophy.

Secondary skills (developed but not documented):

- Self Concept
- Ethical Conduct
- Teamwork
- Historical Interpretation
- Computer Literacy
- Effective Citizenship

### **Major Summative Assessment Task(s)**

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

1. Written and/or oral presentation of his/her leadership philosophy with class members and/or the instructor(s)

### **Course Content**

- I. Themes – Key recurring concepts that run throughout this course:
  - A. Leadership behavior and characteristics
  - B. Leadership effectiveness
  - C. Leadership practices
- II. Issues – Key areas of conflict that must be understood in order to achieve the intended outcome:
  - A. Multiplicity of leadership styles
  - B. Ethical leadership
- III. Concepts – Key concepts that must be understood to address the issues:
  - A. Vision
  - B. Goals
  - C. Ethics
  - D. Decision making
  - E. Managing conflict
  - F. Team building
  - G. Empowerment
  - H. Servant leadership
- IV. Skills/Competencies – Actions that are essential to achieve the course outcomes:
  - A. Develop personal leadership values and philosophy
  - B. Demonstrate effective techniques and strategies for articulating a vision
  - C. Identify the steps involved in setting goals
  - D. Appraise the complexities inherent in ethical leadership
  - E. Employ the processes involved in effective decision-making
  - F. Recognize different types of conflict and the management of conflict
  - G. Engage in team building activities
  - H. Comprehend the concept and use of empowerment in leadership
  - I. Expand the awareness of servant leadership

## **Learning Units**

- I. Introduction to leadership philosophies
  - A. Competencies and traits of leaders
  - B. Web-style leadership
- II. Articulating a vision
  - A. Famous vision speeches
  - B. Enlisting others in the visioning process
- III. Leading with goals
  - A. Setting goals
  - B. Finding meaning with goals
- IV. Applying ethics to leadership
  - A. Making ethical decisions
  - B. Using morality in leadership
- V. Making decisions
  - A. Processes of decision making
  - B. Motives of decision making
- VI. Managing conflict
  - A. Identifying types of conflict
  - B. Effective leadership through conflict
- VII. Building a team
  - A. Ingredients for great teams
  - B. Leadership roles in teams
- VIII. Empowering groups
  - A. Transactional vs. transformational leadership
  - B. Empowerment and delegation
- IX. Initiating change
  - A. Analysis of change
  - B. Resistance to change
- X. Leading by serving
  - A. Servant leadership
  - B. Leaders as servants

## **Learning Activities**

Classroom: Independent and collaborative learning activities will be assigned within and outside the classroom to assist the student to achieve the intended learning outcomes.

Class discussion, lecture, film study, case study, debate, contests forums, role playing, simulations, small group collaboration, individual and group presentations, self analysis

instruments, interview and/or practicum experiences may be used to contribute to the learning process.

Online: Independent and collaborative learning activities will be assigned to assist the student to achieve the intended learning outcomes. Class discussion, instructor notes, film study, case study, small group collaboration, and/or personal leadership journals may be used to contribute to the learning process.

### **Grade Determination**

The student will be graded on satisfactory completion of assessment task, papers, discussion, journaling, class participation and other methods of evaluation at the discretion of the instructor.