LEADERSHIP DEVELOPMENT
HUM 2100

Class Hours: 3.0       Credit Hours: 3.0
Laboratory Hours: 0.0   Revised: Summer 01

Catalog Course Description:

This course is designed to provide students with the fundamental knowledge and skills required of effective leaders. Experiential learning exercises, interactions with peers and college and community leaders, and written assignments are combined to illustrate the application of strategies required to successfully communicate with others, facilitate group or organizational activities, constructively resolve conflicts and plan and implement activities or programs. Issues of diversity, personal growth and interpersonal relationships are explored within the context of leadership development.

Entry Level Standards:

Must be able to read and write at the college level.

Prerequisites:

None

Corequisite:

ENGL 1010

Textbook(s) and Other Course Materials:

Phi Theta Kappa Leadership Development Studies - To Lead or Not to Lead

I. Week/Unit/Topic Basis:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>Unit One: Developing a Personal Leadership Philosophy</td>
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<tr>
<td></td>
<td>Introduction, Syllabus Review</td>
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<td></td>
<td>General Discussion of Leadership/Characteristics</td>
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<td></td>
<td>Personality Profile</td>
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<td>2</td>
<td>Unit One: Developing a Personal Leadership Philosophy</td>
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<td></td>
<td>Team Building &amp; Volunteerism</td>
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<td></td>
<td>Discussion of assigned readings and Classical Cases (groups)</td>
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<td></td>
<td>Listening for effective communication</td>
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<td>3</td>
<td>Unit One: Developing a Personal Leadership Philosophy</td>
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<td>Myers-Briggs Exercise</td>
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<td>4</td>
<td>Unit Two: Articulating a Vision General</td>
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Discussion of articulating a vision
Discussion of assigned readings
Shared--analysis of Classic Cases

5  Unit Three: Leading with Goals General
Discussion of goal setting process
Discussion of assigned readings
Shared--analysis of Classic Cases

6  Unit Four: Decision Making
General discussion of decision making process
Discussion of assigned readings
Shared--analysis of Classic Cases

7  Unit Four: Decision Making
Leadership Program Planning

8  Unit Five: Managing Your Time
General discussion of time management
Discussion of assigned readings
Shared--analysis of Classic Case

9  Unit Five: Managing Your Time
Debrief. Time Log, Time Robbers, Self Assessment
Unit Six: Team Building
General discussion of team building process
Discussion of assigned readings
Shared--analysis of Classic Cases

10 Unit Six: Team Building
Leadership Program Planning

11 Unit Seven: Empowering and Delegating
General discussion of empowering and delegating
Discussion of assigned readings
Shared--analysis of Classic Case

12 Unit Seven: Empowering and Delegating
Debrief Exercise: Vice President's In Basket
Unit Eight: Initiating Change
General discussion of the change process
Change Game
Discussion of assigned readings
Shared--analysis of Classic Cases

13 Unit Nine: Managing Conflict
General discussion of conflict
Discussion of assigned readings
Shared--analysis of Classic Cases

14 Unit Ten: Applying Ethics to Leadership
Exercise: Obedience to Authority
General Discussion of Ethics
Discussion of assigned readings
Shared--analysis of Classic Case
II. Course Objectives*:

A. Understand the concept of leadership. I.5, II.1, II.2

B. Develop a personal philosophy of leadership and an awareness of one's own abilities and style. II.1, II.2

C. Develop an awareness of the moral and ethical responsibilities of leadership. I.5, II.1, II.2, IV

D. Provide an opportunity to develop effective leadership skills through study, observation and experiential learning. I.5, II.1, II.2

*Roman numerals after course objectives reference goals of the university parallel program.

III. Instructional Processes*:

Students will:

1. Practice elements of the work ethic such as professionalism, preparedness, dependability, contribution, punctuality, honesty, cooperation, effectiveness, good manners, etc. Personal Development Outcome, Transitional Strategy

2. As a team member, work with the team to solve problems presented in case studies, make oral presentations, using visuals, of findings to classmates, and conduct discussions of those finding conduct; conduct experiential exercises; prepare written reports; etc. Communication Outcome, Problem Solving & Decision Making Outcome, Cultural Diversity & Social Adaptation Outcome, Active Learning Strategy

3. Utilize e-mail communication to receive assignments, communicate with team mates, and file required reports with instructor. Communication Outcome, Technological Literacy Outcome, Active Learning Strategy

*Strategies and outcomes listed after instructional processes reference Pellissippi State’s goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.

IV. Expectations for Student Performance*:

Upon successful completion of this course, the student should be able to:

1. Discuss the essential team leadership or supervisory skills. A,B,C,D

2. Compare and contrast leadership and supervision. A,B,C,D

3. List the characteristics of effective groups and teams. A,B,C,D
4. Apply essential oral and written communication skills. A,B,C,D
5. Evaluate the qualities of an interpersonally effective leader. A,B,C,D
6. Explain the causes of conflict. A,B,C,D
8. Apply the proper counseling approach for given situations. A,B,C,D
9. Summarize the skills needed to be a successful leader. A,B,C,D
10. Utilize various leadership styles and approaches. A,B,C,D
11. Discuss in detail time management techniques. A,B,C,D
12. Understand how to analyze a problem. A,B,C,D

*Letters after performance expectations reference the course objectives listed above.

V. Evaluation:

A. Testing Procedures:

N/A

B. Laboratory Expectations:

N/A

C. Field Work:

The following assignments have been designed to provide participants with a variety of opportunities to develop effective leadership skills. Each student is responsible for completing each task to the best of their ability and turning the required work in on time.

A. Journal (20 pts.)
In order to receive credit for your journal you must have a total of eleven (11) entries, one for each unit of study. Each entry must be at least one full page in length. Entries may include:
1. Reactions to class discussions and experiences
2. Ideas generated from class activities and readings
3. Critical reactions to class readings and insight about your own growth and development in leadership
4. Reaction to quotations, poetry, perspectives, cartoons, articles, models, and random ideas concerning leadership

B. Leadership Style Paper and Report (20 pts.)
Due at end of semester. The following should be covered in 5-7 typed, double-spaced pages and should provide examples from the readings, class discussions, and exercises. This paper is a summary of all that you have learned and should reflect your knowledge about leadership development. In addition, you will be required to provide an oral presentation of your paper to the class at our last meeting.
1. Leadership Concepts
   a. definition of an effective leader
   b. definition of leadership
   c. definition of a role model
d. discuss the importance of communication when working as a team

2. Individual Leadership Analysis
   a. What makes YOU a leader?
   b. qualities and traits you possess that make you a more effective leader
   c. qualities and traits you will work to acquire as you grow in this role of leader
   d. your own personal mission statement (list your personal values that direct the development of your personal goals)
   e. other information you feel is pertinent to this discussion

C. "Shadow A Leader" Project (20pts.)
   Select a leader to "shadow" during the course term. The leader must provide written consent.
   Observe the leader in his or her leadership role at least two times during the course term for a total of two - four hours. By observation and in either a formal or informal interview with the leader determine:
   · their leadership philosophy
   · their vision and goals for the organization
   · how they resolve conflict
   · how they build trust with the people they work with
   · how they delegate or empower others
   At the conclusion of the project, submit a 3-5 page analysis of the leader. Base your analysis on your observations, the interview, and the leadership materials utilized during this course.

D. Volunteerism (20 pts.)
   You will be required to volunteer through the VISION Volunteer Office for a minimum of 10 hours. In addition, you must submit a minimum one (1) page typed reflection of your volunteer experience. Please show a correlation between what you have learned in this class and your work in the community.

E. Book Reaction (10 pts.)
   You will be required to read a book that relates to leadership and produce a maximum three (3) page paper detailing not only your reaction to this information, but also its relevance to this course. Please use information from class to support your ideas.

F. Leadership Program (10 pts.)
   You and your "team" will develop a maximum two - hour leadership program for the student leaders of Pellissippi State. Development will include: "brainstorming", planning, implementation, evaluation, and teamwork. Your peers will grade you on each of the above five areas. You will have a $100.00 budget to use for this activity.

D. Other Evaluation Methods:
   N/A

E. Grading Scale:

   Grade Breakdown:
   Journal                                       20 pts.
   Leadership Style                             20 pts.
   Paper & Report                                20 pts.
   Shadow A Leader Project                      20 pts.
   Volunteerism                                 20 pts.
   Book Reaction                                10 pts.
   Leadership Program                           10 pts.
   TOTAL:                                        100 pts.

   Grading Scale:
   92 - 100    A
   89 - 91     B+
   82 - 88     B
VI. Policies:

Attendance Policy:

Pellissippi State Technical Community College expects students to attend all scheduled instructional activities. As a minimum, students in all courses must be present for at least 75 percent of their scheduled class and laboratory meetings in order to receive credit for the course. Individual departments/programs/disciplines, with the approval of the vice president of Academic and Student Affairs, may have requirements that are more stringent. Because of the nature of this course, attendance at every class is essential to achieve the course objectives and to ensure the personal success. Five (5) points will be deducted from the total points for every class missed after the first absence.