NOTE: This course is not designed for transfer credit.

Catalog Course Description:

This course will expose students to various authors on leadership and the future. The course will identify students’ skills and potential to enable them to move into progressively challenging roles that will have positive impacts on other individuals and on the future of credit unions.

Entry Level Standards:

None

Prerequisites:

None

Textbook(s) and Other Course Materials:


I. Week/Unit/Topic Basis:

<table>
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<th>Week</th>
<th>Topic</th>
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| 1    | Organizations of the future  
|      | Organizations- new language- new leadership  
|      | Creating organizations with many leaders |
| 2    | Organizations of the future (cont.)  
|      | Learning organizations  
|      | Organizational builders and maintainers |
| 3    | Organizations of the future (cont.)  
|      | Organizational diversity  
|      | The upside-down pyramid |
| 4    | Leadership of the future |
What it will take to be world class

5  Leadership of the future (cont.)
Seven lessons for leading in the future
How to create a performance oriented future

6  Leadership of the future (cont.)
Peace time management and wartime leadership
A recipe for glue

7  Learning to be a future leader
The new paradigm
Developing three-dimensional leaders

8  Learning to be a future leader (cont.)
New skills for new roles
Self leadership- the ultimate task

9  Learning to be a future leader (cont.)
Learning to be a follower
Credibility x capability

10 Executive perspectives on leadership
C. William Pollard- Service Master Company
Alfred C. DeCrane, Jr. – Texaco Inc.
Alex Mandl- AT&T

11 Executive perspectives on leadership (cont.)
William C. Steere, Jr.- Pfizer
William N. Plamondon- Budget Rent a Car Corporation

12 Executive perspectives on leadership (cont.)
Steven M. Bornstein- ESPN
Sara E. Melendez- Independent Sector
George B. Weber- Red cross and Red Crescent Society

13 Competing for the future
Assessing your organization
Regenerating versus reinventing versus reengineering
The new strategy paradigm
Altering the companies “genetic code”
Seeing the future before it arrives

14 Competing for the future (cont.)
Crafting a strategic architecture
Creating a competitive advantage
Building futuristic core-competencies
Securing the future
Thinking differently

15 Final Exam Period

II. Course Objectives*:

A. Define the major characteristics of organizations of the future. I, II
B. Define the major leadership characteristics of the future. I, II

C. Compare and contrast several executive perspectives on leadership. I, II

D. Develop strategies for effective planning and leadership in competing for the future. I, II

*Roman numerals after course objectives reference goals of the Business and Community Services department.

III. Instructional Processes*:

Students will:

1. Take part in course assignments such as team discussions; team case studies; team projects; experiential exercises; oral, written, PowerPoint, and/or email presentations; Internet research; etc. to help develop teamwork, leadership, and follower-ship skills. Communication Outcome, Social/Behavioral Sciences Outcome, Technological Literacy Outcome, Transitional Strategy, Active Learning Strategy

2. Perform course assignments such as team discussions; team case studies; team projects; experiential exercises; oral, written, PowerPoint, and/or email presentation; Internet research; etc. to help develop critical thinking, problem solving, goal setting, and planning skills. Communication Outcome, Social/Behavioral Sciences Outcome, Technological Literacy Outcome, Transitional Strategy, Active Learning Strategy

3. Practice elements of the work ethic such as professionalism, preparedness, punctuality, honesty, cooperation, dependability, contribution, effectiveness, and good manners. Transitional Strategy

*Strategies and outcomes listed after instructional processes reference TBR’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. Describe organizational builders and maintainers. A

2. Describe the upside down pyramid. A

3. Discuss the seven lessons for leading in the future. B

4. Contrast peacetime management and wartime leadership. B

5. Describe the three-dimensional leader. B

6. Discuss the credibility vs. capability principle. B

7. Compare and contrast the Texaco’s and Pfizer’s perspectives on leadership. C

8. Compare and contrast the ATT’s and ESPN’s perspectives on leadership. C
9. Define the process of assessing an organization. D

10. Contrast regenerating versus reinventing versus reengineering. D

11. Describe the new strategy paradigm. D

12. Describe the process of building futuristic core-competencies. D

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

V. Evaluation:

A. Testing Procedures:

Minimum of three major tests recommended

B. Laboratory Expectations:

N/A

C. Field Work:

N/A

D. Other Evaluation Methods:

N/A

E. Grading Scale:

90 - 100  A
80 - 89   B
70 - 79   C
60 - 69   D
Below 60  F

VI. Policies:

A. 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.

B. Academic Dishonesty Policy:

Academic misconduct committed either directly or indirectly by an individual or group is subject to disciplinary action. Prohibited activities include but are not limited to the following practices: Cheating, including but not limited to unauthorized assistance from material, people, or devices when taking a test, quiz, or examination; writing papers or reports; solving problems; or completing academic assignments. In addition to other possible disciplinary sanctions that may be imposed as a result of academic misconduct, the instructor has the authority to assign either (1) an F or zero for the assignment or (2) an F for the course.
C. Accommodations for disabilities:

If you need accommodations because of a disability, if you have emergency medical information to share, or if you need special arrangements in case the building must be evacuated, please inform the instructor immediately. Please see the instructor privately after class or in his/her office. Students must present a current accommodation plan from a staff member in Services for Students with Disabilities (SSWD) in order to receive accommodations in this course. Services for Students with Disabilities may be contacted by going to Goins 127 or 131 or by phone: 694-6751 (Voice/TTY) or 539-7153.